

School Activities



Exhibit Featuring U.N.—DuQuoin Township High School, DuQuoin, Illinois.



Junior Robin Hoods — Oklahoma Military Academy, Claremore, Oklahoma.

Recreation . . .



St. Louis Public Schools

*is a
way of
learning*

FOR CHILDREN—Play is the serious business of living
FOR ALL AGES—The way to wider horizons

**Educators, teachers, leaders of groups,
volunteers, parents, settlement and church workers
especially need**

Recreation

The monthly magazine of ideas, new play activities—games, parties, crafts projects and other creative activities—schoolrooms, playgrounds, club projects, family play, leadership techniques.

\$4.00 per yr.

\$.50 per copy

\$7.25 two years

NATIONAL RECREATION ASSOCIATION, 315 Fourth Avenue, New York 10, N. Y.

ORDER NOW

To: NATIONAL RECREATION ASSN., 315 Fourth Ave., New York 10, N.Y.

Please send me subscription to *RECREATION* for ☐ one year ☐ two years

Name

Address

City

Bill me ☐

Check for \$ enclosed ☐

Advisory Board

LAURENCE R. CAMPBELL
Florida State University
Tallahassee, Florida

FRED B. DIXON
John Marshall High School
Richmond, Virginia

EDGAR M. DRAPER
University of Washington
Seattle, Washington

ELBERT K. FRETWELL
Boy Scouts of America
New York, New York

HAROLD E. GIBSON
Illinois State Normal
University
Normal, Illinois

LYMAN B. GRAYBEAL
Colorado State College
Greeley, Colorado

L. R. KILZER
University of Wyoming
Laramie, Wyoming

VERNON C. LINGREN
University of Pittsburgh
Pittsburgh, Pennsylvania

HAROLD D. MEYER
University of N. Carolina
Chapel Hill, N. Carolina

JAMES H. MOYER
Pennsylvania State College
State College, Pennsylvania

MERLE PRUNTY
Stephens College
Columbia, Missouri

LAWRENCE A. RIGGS
Depauw University
Greencastle, Indiana

PAUL W. TERRY
University of Alabama
University, Alabama

ADOLPH UNRUH
Washington University
Saint Louis, Missouri

ELMER H. WILDS
Western Michigan College
of Education
Kalamazoo, Michigan

School Activities

HARRY C. MCKOWN, Editor **C. R. VAN NICE, Managing Editor**
RALPH E. GRABER, Associate Editor

Vol. XXV, No. 7

March, 1954

CONTENTS

As the Editor Sees It	210
Philosophy of the Homeroom Guidance Program	211
<i>William J. Shimmon</i>	
Is This Trip Necessary?	213
<i>Donald I. Wood</i>	
Emma	216
<i>Celia E. Klotz</i>	
The Importance of High School Science Clubs	217
<i>Donald L. Geiser</i>	
A Study of Senior Class Days in Small High Schools	221
<i>Murle M. Hayden</i>	
School Publicity Should Reach All People	223
<i>Marian Kirkpatrick</i>	
Effective News Coverage	226
<i>Laurence R. Campbell</i>	
The Student Officer May Strike Pay Dirt	227
<i>Ruth Maynard Keller</i>	
The Pupil Activities Program	229
<i>R. B. Norman</i>	
What You Need	230
Assembly Programs for April	231
<i>Una Lee Voigt</i>	
News Notes and Comments	235
How We Do It	237
Comedy Cues	240

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041
New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$3.50 per year

Application pending for re-entry as second class matter at the post office at Lawrence, Ks., under the Act of March 31, 1879.
All rights reserved by School Activities Publishing Company.

As the Editor Sees It



On our desk lies a stack of high school newspaper clippings describing eligibility requirements for student council membership. These requirements are quite similar; undoubtedly they were copied and re-copied from school to school. All of them are thoroughly illogical and unjustifiable. Suppose we examine a few of the most common. Although not all of these are to be found in all schools, some of them, or variations, are to be found in nearly all schools.

Marks: the candidate must have high marks, be on the honor roll, etc. The implication is that only an academically "good" student will make a worthy council member. This is a perfectly stupid inference, but it is one which all mark-conscious school people appear to believe. Why not apply such reasoning to student participation in athletics, music, dramatics, and other activities?

Approval by principal (vice-principal, dean, etc.) or (and) teacher (or teachers): this is designed "to protect" the school. Based upon fear, it evidences (really publishes) an utter lack of confidence in students' motives, judgments, and abilities. Obviously, it is uncomplimentary to the students. It is also uncomplimentary to administrators and teachers because it shows a lack of successful experience with young people as well as of a working knowledge of the student council plan. The provision for veto-by-principal—which properly belongs in every constitution—is an entirely different matter.

Approval by the council sponsor: the general idea here is that the members of the council must be those who will "cooperate" with the sponsor, so the sponsor ensures this "cooperation" by accepting or rejecting candidates. Such "cooperation" never was, and never will be, a justifiable student council goal. Just how does this limitation illustrate representative government which student council promoters talk so glibly about?

Approval by the student council: this requirement makes the council a secret society—an organization which restricts membership to those students it likes. Defensible? One guess!

Should there be student council membership requirements? We can think of only two which are reasonable: (1) that the individual be a bona fide student of the school—a regularly registered, full-time student, and (2) that his

academic marks be equal to those set for interscholastic athletic participation. Usually this means only that he be passing in his courses; in some areas it means that he be passing in three out of four major subjects.

But, you ask, to take an extreme case, suppose a group elects its "clown" or "dummy"? If it did so elect, we'd make it stick throughout the term; and we'll gamble that that group and that school would learn a most valuable practical lesson in democracy. In fact, we have seen this actually happen more than once.

To repeat, any restriction, other than the two mentioned above, not only evidences but also gives publicity to (1) the faculty's lack of confidence in its youth, (2) its own ignorance of student council ideals, organization, and activities, (3) the handicapping influence of the traditional emphasis upon subjects and marks, instead of upon good citizenship, and (4) a very puerile conception of what democracy is and how it develops.

In student counseling we still emphasize entirely too much the restrictive or negative side.

Soon be time for graduation again. And time for the usual array of magazine covers burlesquing this event. Let's make it an event that cannot be accurately represented by a picture which shows an unconscious senior orator, a supercilious political bigshot, a doting principal, a pile of rolled diplomas, etc. Let's make it what it is—and in a dignified manner—the most important educational event of the whole year.

At the end of twenty-five years as Executive Secretary of the Virginia Cooperative Association, Miss M. Frieda Koontz was presented with a \$500 silver service by the student council members of the state (SCHOOL ACTIVITIES cover illustration, April, 1949). Miss Koontz passed on early the next year.

The Virginia Congress of Parents and Teachers has established the M. Frieda Koontz Scholarship which goes to some college freshman who is a Virginia high school graduate.

What a beautiful tribute to the memory of a gracious, enthusiastic, and intelligent leader of youth!

Among the many functions of the homeroom, as organized in most secondary schools, promoting guidance and understanding are among the most important.

Philosophy of the Homeroom Guidance Program

GUIDANCE IS AN INTEGRAL PART and an essential function of the entire educational process. The purpose of the homeroom guidance program is to provide the students with the activities and experiences upon which they can presently, and in the future, make intelligent, worthwhile choices and proper adjustments to school and life situations. It is not, therefore, geared to steering the students along a single pathway. Rather it recognizes the various approaches to the solution of a problem and gives the students the opportunity to select the best course of action for the achievement of their particular goals.

The program is intended to help meet the needs which are common to all students, to bring about a greater understanding of their problems, and to aid them in becoming progressively more self-directing.

The homeroom guidance program helps to further the primary aims of the secondary school, namely, developing the student's total personality and training him for responsible and effective citizenship. In accomplishing this task, the homeroom teacher must make every effort to understand her students. She must study their interests, abilities, and needs, and the effect these have on their personalities and upon others in the group. She, also, must recognize and deal with many of their everyday problems for these reflect unfulfilled needs in their total adjustment.

Physical and spiritual needs of the students, problems pertaining to their vocational and avocational development, and their social and personal adjustment require careful and constant attention. The homeroom guidance period, therefore, touches on orientation to the school philosophy and program, educational, vocational, recreational, social-civic, health, moral, and personal adjustment problems which the students may have.

All the resources within the school and the community should be utilized in order to enrich the student's experiences. The school, for example, should develop its own materials which would be particularly applicable to its own sit-

WILLIAM J. SHIMMON
Coordinator Homeroom Program
Gorton High School
Yonkers, New York

uation. Books, magazines and pamphlets, films, community resources, selected bibliographies, and suggested research, methods, and evaluation of the program should be directed to the needs of the students in that particular school.

The guidance activities in the homeroom, planned by teachers and students working together, are of such a nature that group methods are mainly utilized. The program encourages the homeroom teachers to consult with grade advisers and the coordinator and to refer individual students to these two sources where more intensive counseling would be desirable. Problems of personal adjustment (psychological), and discipline, should be referred to the guidance counselor and the principal's office, respectively.

The homeroom guidance program offers a positive approach to proper adjustment and acts as a preventive measure for poor adjustment. Its development and growth depend upon the flexibility with which it may be adapted to emerging student needs. The program is a cooperative venture relying for its success upon the combined efforts of administrators, teachers, parents, and students in realizing the purposes for which it

Our Cover

The upper picture was contributed by the Du Quoin Township High School, Du Quoin, Illinois. It shows an exhibit of articles from many countries. Much work and correspondence is involved in acquiring the various articles. The school F. H. A. Club observed U. N. Day in an excellent manner. See article, this issue, page 240.

The lower picture was contributed by The Oklahoma Military Academy, Claremore, Oklahoma. Cadet Archers Lair, Bidwekk, Winters, and Meyer observe as Captain Fasel instructs in the proper method of removing arrows from the target. Archery is an interesting activity and provides recreation, competition, and valuable training that can be used in many activities. See article, this issue, page 239.

was organized.

Guidance is a continuous process; it should permeate the entire school atmosphere.

Organization and Development of the Homeroom Guidance Program

The approval and support of the administration is a primary requisite for the inception of a homeroom guidance program. After the administrators have given assurance of their cooperation, the coordinator should meet with teachers, parents, and students to discuss the purposes and operation of the program and the role of each in its development and growth. The necessity for an organized program¹ and the need for complete cooperation should be pointed up.

The program will be the more successful as it is more clearly understood, as the need for it becomes widely and keenly felt, as the feeling of having a "stake" in it grows, and as acceptance of responsibility for it increases. Regularly scheduled periods for carrying on the program would also be determined at these preliminary meetings.

One important duty of the coordinator is the selection of grade advisers. The latter should be chosen on the basis of training and background, leadership qualities, willingness to serve, and the ability to perform the necessary duties associated with the program. In-service orientation meetings, conducted by the coordinator, will deal with philosophy, organization, plans for development, evaluation, and coordination of the homeroom guidance program.

The grade advisers, in turn, will hold similar meetings with the teachers in their grade, the P.T.A. advisers, and the student grade officers. These groups will constitute the "planning committees" whose function it will be to develop a dynamic program of homeroom guidance aimed at meeting the needs of the students in their particular grades.

Check lists, questionnaires, student, teacher, parent, and research listings of problems, among others, are suggested methods for the determination of student needs. For the sake of convenience, the information obtained may be classified as to type of problem involved. A calendar of events might also be planned so that meetings could be scheduled at appropriate times: e.g., student orientation meetings to take place in

1. See "Organization of the Homeroom Guidance Program—Sample for One Grade," last part of this article.

September, study habits to be dealt with early in the school year, etc.

The final decision as to problem areas and the determination of the exact methods of dealing with them, however, should be a joint undertaking of the homeroom teachers and the student homeroom officers, comprising the "steering committees," and the students in the homeroom.

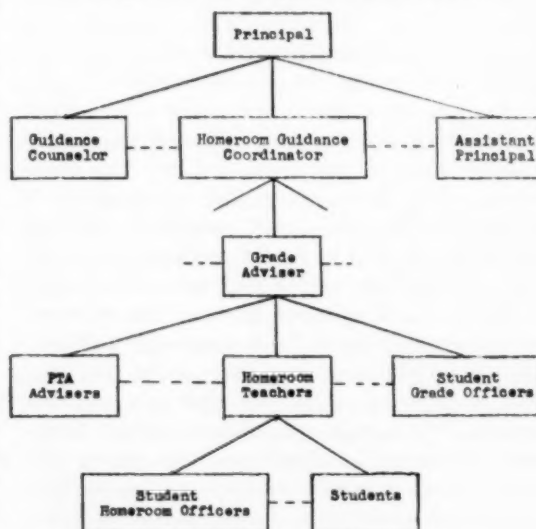
Grade problems, school programs, and special programs aimed at reaching interested students should be planned as the need for them arises.

Suggested methods of dealing with student needs include: panel, round table, committee, and class discussions, guest speakers, debates, movies, skits, forums, and interviews.

School facilities, such as the library, auditorium, study halls, gymnasias, and films, tape recorder, and loud speaker should be utilized. The use of community resources should also be encouraged.

Evaluations (on special forms supplied by the coordinator) of the activities, by the homeroom teachers and the grade advisers, will be returned to the coordinator for analysis.

Organization of the Homeroom Guidance Program — Sample for One Grade



The planning committee is composed of the grade adviser (chairman), P.T.A. advisers, homeroom teachers, and student grade officers. Its function is to develop a program for the entire grade and to coordinate the activities of the homerooms in their grade.

The steering committee is composed of the homeroom teacher (chairman), and the student homeroom officers. Its function is to develop a program for the homeroom.

The many benefits derived from an educational trip include preparation, traveling, attending, and participating in meetings, and putting ideas into practice.

Is This Trip Necessary?

EVERY YEAR student councils are invited to district, state, regional, and national conferences. The prime purpose of these conferences is to further the student participation movement. Hundreds of schools accept the invitations and travel hundreds and thousands of miles to attend the meetings, but each time a trip is proposed, someone asks, "Is this trip actually worth the time, money, and effort?" The skeptics sneer, the uninformed pronounce judgment, and some feel that it is a diabolical plot to escape homework, tests, and learning in general.

Such attitudes indicate that we have somewhere failed in an important part of our task as student council sponsors. It means that our student council is not doing the job it should be doing. It means that we have not made our goals and objectives clear and definite.

Where are we failing? What can we do to change these attitudes? How can we demonstrate our high purposes? Perhaps part of the answer lies within ourselves and the way in which we lead our councils. Possibly some of the answer lies in being sure that we understand and accept the objectives of each trip.

It would seem that the sponsor must first satisfy himself that there is an educational reward in each venture, and that there will be profit for the school and its student body. He must not equivocate, nor rationalize, nor half-heartedly justify—he must be sure! It is his obligation to be certain (1) that any trip involving school time and money holds educational opportunities and (2) that those opportunities are exploited to the utmost. He cannot expect to convince others of a fact to which he is not dedicated.

After thorough self-examination and subsequent realization of the basic premise it is time to begin "selling" his conviction to the student council, the student body, the faculty, the administration, and the community. Let us begin with the student council itself. Show the group that a trip for its own sake is not the point. Indicate its benefits, hazards, merits, and demerits. Students must envision the journey

DONALD I. WOOD
Brackenridge High School
San Antonio, Texas

as being a pleasant work experience through which knowledge is attained. They must realize that justification can exist only where educational benefit is the objective.

There must be at least one specific learning experience to be gained by the trip. The experience must be clearly defined and its need recognized by all. If the student council's acceptance is based upon thorough understanding, the first victory is gained.

It is then your joint responsibility to go down the line, explaining and "selling" your goal. Each group, the faculty, the administration, and the community, must have complete understanding of the premise and the same faith in its purpose to which you subscribe. They, too, must be convinced of the soundness of the proposed venture. It is only through complete understanding of the student council and its potential that real effectiveness is to be achieved.

You may be asking, "How can such a venture be justified educationally?" The answer is not complex. It is simply that a venture conceived and executed as a motivating force to teach truth and understanding achieves the prime objective of education. It does not follow, however, that any such undertaking would be sound educationally. On the contrary, a great deal of thought and effort must be expended in structuring the experience to produce the maximum benefits educationally.

Simply to take a load of teen-agers and head for parts unknown will achieve only headaches and chaos. Pre-planning by the students with the faculty advisers and with the blessing of the administration, faculty, and community is of first importance. The ideal of a traveling classroom must be kept constantly before any group planning such a trip. One must continually evaluate each phase of his planning. To waver from the objective is to fail in educational execution.

In our classrooms, we are stressing the complexities of the age in which we live. We emphasize the rapidly reduced size of the United

States and the world in this "air age." We pay lip service to the thesis of tolerance toward other peoples, states, nations, and nationalities. We plead for understanding of other viewpoints, other cultures, and other civilizations. We claim to be teaching responsible citizenship in a democracy.

One of the aims of the student council is to teach, by demonstration, good and responsible citizenship on the students' level. Why not, then, seize the opportunities when they arise and make the most of them? Why not make each student council trip a true traveling classroom? It can be done in such a way as to deliver tremendous impact on the school and community.

Critics will say, in effect, "you may teach and demonstrate these things to a few who make such a trip, but what about the ones at home?" Herein lies the possibility of a magnificent student council project. Speaking generally, students are much more selective than adults or faculty members. If selection of trip participants is left wholly to the student body, which has accepted the project as educational, students will choose those whom they feel can and will provide them with the best demonstration of their experiences and learning. Here again, selection must be structured.

For a considerable period before the actual event the school newspaper should herald the journey, explain its objectives, point out its merits, and discuss its possibilities for greater vision within the school.

Why not create a unit in every classroom concerned with the proposed experience? One can envision subject matter made tangible and vital through anticipation of a projected trip.

Homeroom discussions, a P.T.A. forum, a special assembly, and local newspaper coverage should precede actual selection of representatives. The impact of this undertaking should be felt in the community as well as in the school. Well-chosen, thoughtful, and responsive delegates will be chosen, if proper attitudes are engendered. Your students will have faith, when you have faith.

In all these activities the student council should lead, but never in a highhanded manner. Its role should be that of constructive helpfulness, always ready to explain and to qualify.

What does it matter that all student council members are not chosen to attend a student council convention or conference? What better meth-

od is there to acquaint and impress your school with the vital role of a properly functioning council than to send a non-member? The student council must actually be a *student* council—for the whole community. It should exist primarily to serve the needs of its constituents. It must not be a self-sufficient organization, but rather, a dynamic force exerted upon the whole student population. To achieve these objectives, it must assume the attitude and outlook of responsibility to its electorate. They, too, must receive rewards.

Chosen representatives, upon return, should make not just a single report to the student council, but to the student body in assembly, to the P.T.A., the community service clubs, church groups, and academic classes. Only by thoughtful, well-conceived reports, can the full impact of experiences be projected to those who stayed behind. These reports should be the climax of the project. With the representatives' report, the project should be complete. Your school has gained in knowledge, understanding, and appreciation of its student council. Anti-climactic reporting would tend to lose the impact of the experience.

Let us look at an actual case. It is not a model, but rather a beginning. Much preplanning went into this trip; hours and days were consumed in anticipating the most minute details, the most trivial eventuality. Twelve schools were represented, with thirty-five pupils and fifteen faculty sponsors. All the students were council members. Each school used its own method to secure school and community cooperation and to select delegates. Every delegate was proud of his selection. Some schools had convinced their critics, some had not. All, however, had made an attempt to see that the whole school community was involved in the planning of the trip.

Here is a brief account of the trip in question. "Fasten seat belts!" came the order over the intercom. The thundering engines made inaudible the voices of a hundred or more assembled parents witnessing the start of a precedent-shattering air trip. Fifty high school students and faculty sponsors relaxed to enjoy the luxury of their chartered DC-6 airplane as it took off from the San Antonio Municipal Airport. For the youthful passengers this was a new, thrill-packed experience leading them to exceptional adventures in learning. For the faculty aboard it was an experiment to view critically and objectively.

Just an hour later the huge aircraft settled itself at Houston airport. For its exuberant passengers came another novel experience—that of filling out United States Immigration and Customs forms. In less than forty-five minutes, airborne again, fifty pairs of eyes watched the slender stretch of coastline disappear. Below were the sparkling green waters soon blending into the deep purple of the Gulf Stream.

Attention turned to the carefully prepared "flight packets" with descriptions of faraway places, with facts, figures, and historical data. It scarcely seemed possible that soon they should visit these wonderful places! There were questions, and then more questions, and information being passed from seat to seat as the faculty sponsors attempted to satisfy the intellectual curiosity awakened by seemingly incredulous facts.

The intercom again! "Come forward in small groups to inspect the flight deck!" invited the Captain. "Who goes first?" and the awful indecision while maneuvering for place. Finally all was arranged, and the first group moved up. The questions again! "What is this for?" "How does this work?" "How many RPM's?" Questions came in an endless stream, and were answered thoughtfully and carefully by the crew.

After lunch, still more questions, laughter, and fun, which was brought to an end by the command to fasten seat belts. Soon all eyes discerned the verdant coast of tropical Cuba, then the lighthouse of old Morro Castle marking the historic harbor of Havana. Just five and one half hours from San Antonio, the group stepped out to the popping flash bulbs of photographers and the whirl of newsreel cameras.

After a most gracious welcome by airline and government officials, one by one undertook the business of formally entering this country. There were forms to complete, ages to be verified, baggage to be claimed and examined, and stickers attached. The quiet efficiency and genial good humor of the officials put the entire group through these formalities in record time.

Soon each person was seeing the "real thing" as the busses rumbled the few miles to Havana. Near-disbelief was sounded as coconut palms, banana trees, and palm-thatched houses were seen dotting the country side. The bustle of the city, its narrow, crooked streets suddenly emerging onto a broad boulevard fronting the high sea wall, brought exclamations of delight and recognition. There were shrieks as the pounding

of the surf against the sea wall sent a shower of spray across the roadway.

In the hotel there was a briefing. Rooms and roommates were assigned, places to eat were located, and the time designated for the start of the evening tour.

By time for the tour, the beautifully tiled floors, the glassless, heavily shuttered windows, the absence of any heating system, had been discovered. Exploratory walks, the discovery of flower vendors, roving troubadours, and sidewalk peddlers had occupied the time of many. One girl was very pleased with her "native" bracelet until she found the words "Made in Hoboken, N. J." stamped inside. The beautiful sunset, the peculiar sounds of a strange city together with the vivacious eagerness of youth set the stage for the evening tour.

There was Chinatown, with narrow winding streets filled with honking automobiles, push carts, and humanity. The shops with strange signs and unusual merchandise, and the occasional stares of pedestrians completed the transformation as nine sight-seeing limousines moved slowly along. Traveling the wide boulevard again, the sea, thousands of reflected lights, a rising full moon provided the atmosphere for Latin and calypso rhythms, of the rhumba, the samba, and the mambo. Then to bed—having realized breakfast in San Antonio—dinner and dancing in Havana!

The Cuban capitol building with the massive mahogany fittings and ornate decor started the tour next day. Everyone was much impressed by the huge diamond sunk in the floor of the capitol rotunda, as well as by the framework of the government of Cuba.

After informative lectures, and after visiting historic churches, cathedrals, plazas, and monuments, the group motored to a typical Cuban plantation in the country. After a real Cuban lunch of Arroz con Pollo, the group toured the plantation to see various agricultural products being grown and cultivated. They saw sugar cane, bananas, pineapple, citrus fruit, avocado, papaya, breadfruit, coffee, guava, as well as the cocaine plant, rubber and mahogany trees. They also saw fighting cocks being trained for battle.

Eventually came the flight to Miami, passing over the Florida Keys, sighting the Everglades, and completing the customs and immigration clearances to reenter the United States.

After being transported to Miami Beach High

School, each student registered as a delegate to the convention of the Southern Association of Student Councils; now was to come the serious business of three days of group discussions, panels, forums, inspired speakers and excellent entertainment.

Meeting with delegates of thirteen other southern states, the students discussed their problems and sought solutions. They grasped the opportunity to make new friends and interesting contacts in other states. They found out what councils in other states were doing to increase the effectiveness of student participation in school government. They saw groups whose councils were better or poorer in comparison to their own. They learned methods of improvement as well as procedures to avoid.

The ideal situation was expounded by experts and veterans in the student participation movement. Association officers were elected. It was a truly satisfying experience, and one they will not soon forget. Their job was to convey to those students left at home new knowledge and understanding.

Can you see the possibilities for learning here? Can you envision the benefits of that trip when scrupulous attention is paid to the aforementioned principles? Twenty-five years ago such a venture would have been out of the question. Today it is not only possible, but becoming more frequent.

The next question might well be, "Did the trip described follow the prescribed pattern as outlined?" From a faculty viewpoint, no, it did not. However, there was subscription to the principles, belief in their value, and appreciation of their educational possibilities. We are trying to achieve the objective. Who can do more? Mistakes were made, but more successes were achieved. Some procedures were in error, but many more workable ones were found.

From the standpoint of the students involved, a challenge was presented and they accepted the challenge. They attained all that faculty leadership had provided, and more too. It remains, then, for us to make the most of a very fortunate situation. To strive for proper application of sound educational principles in the conducting of each experience will do much toward strengthening our teaching effectiveness. Educational leadership is now challenged to provide more satisfying learning experiences.

Was it worth it? We think it was!

Emma

CELIA E. KLOTZ
Pullman, Washington

I remember Emma. Emma was the maid in the senior play in a very little high school a long time ago. She came to us from the foreign side of the tracks, the side where the most extreme poverty made high school education a frill that life could be lived without. Emma's mother had died while the daughter was still a very little girl and Emma went to high school because her father, a fine but illiterate man who worked very hard in the beet fields, wanted something extra for the only child that had survived the dreadful epidemic that had taken his wife.

The school was the size that graduated ten to fifteen students each spring. Everyone in the entire senior class took part in the senior play.

Emma had been a school problem from the start—passive, oversized, awkward, and highly sensitive. Her clothes were made-overs which her father had helped her fix from the hand-outs of a welfare group. School work that was always difficult for her, was made even more so because her elementary school work had been done with a group where English was the foreign language they studied.

We ordered and read an estimated 35 or 40 plays before we found one that offered a part Emma could play without chance of ridicule. Emma blossomed as the play rehearsals progressed. For five weeks she was part of a unit working toward a common goal. For five weeks she had to really strain to get her home chores done in time to get back to play practice each evening. She loved and practiced and lived her part in the play. Everyone was surprised when she turned a small role into the comedy feature that practically stole the show.

I'd like to go on to say that Emma was a changed person after the play, that she outgrew her background and went on to win fame and fortune, but miracles happen in story books, and this was real.

Emma graduated with her class. Her father came to the graduation exercises dressed up in a well pressed suit he had worn to his wedding in a foreign land many years before. Emma's only graduation present was a copy of the school yearbook. Its cost was \$2.50, but it had been

paid for with nickels and dimes out of the hard earned savings of friends and neighbors who had chipped in to get Emma something really nice for the occasion. Emma's picture was in the year book, since the income from the senior play had paid for the pictures. Each picture carried a short verse. Beside Emma's picture were the lines, "We'll remember her always, she really made the senior play."

I met Emma last week—met her outside a grocery store in one of the new little towns that grow up over night near new defense plants. Later I had Sunday dinner in her home. Emma has an ordinary sort of home and husband and several quite ordinary children. After dinner the oldest child excused herself from the table to go to the library to get and display the family

treasure. The library was a small homemade stand that held two books, one was the family Bible, the other a 1939 high school annual worn and dog-eared from frequent and careful handling.

"My Mommie was on the stage before she and Poppie were married, see, here is her picture and everything."

Once, years ago, there had been a few weeks of glamour in an otherwise drab existence of a lonely little girl. Once, back in 1939, a star had shone bright enough so that its brilliance still lingered on and cast a glow into the lives of a new generation.

Yes, I remember Emma, she was the maid in the senior play in a very little high school a long time ago.

"A science club in the high school should stimulate and guide the pupils' growth in understanding materials, forces, and elements, among other things."

The Importance of High School Science Clubs

DEFINITION OF TERMS might well be considered before attempting to champion the high school science club as probably the most valuable and important club in our modern secondary school. With no attempt to qualify a particular type of club, or to present its broad or specific functions, Muroff defines a club as "merely a group of individuals with the same interest, under the leadership of an enthusiastic sponsor."¹ In a slightly more descriptive manner, the *Encyclopedia of Modern Education* presents school clubs as "organized groups of students whose interest and program center about some particular subject or activity, often beyond the scope of the regular curriculum."² Thus far, no mention has been made specifically of a "science" club.

Science is generally considered an organized body of principles supported by factual evidence, together with those attitudes related to and those methods applied in the search for and the organization of scientific facts and principles.

Combining the modern concept of science

DONALD L. GEISER
Miami High School
Miami, Arizona

with Good's more complete definition of a club; "a comparatively simple school organization under student leadership (but with faculty supervision), the members of which have a common interest in some activity, often of the hobby or leisure type, which ordinarily is encouraged outside the classroom,"³ we develop the concept of a science club as any group of pupils organized to pursue in an interesting, exciting, and orderly manner a definite program of scientific appreciation, investigation, and experimentation, under able and enthusiastic leadership and guidance.

General Outlook of Science Clubs

All high school clubs may be classified as either "pure" or "applied," and the type of science club selected should depend upon the following factors: student interests, experience of sponsor, and material available. It is not the purpose here to describe the science club and its functions, but several accepted principles in

1 Muroff, J. M. "Activities for a Science Club," *School Activities* 13:254-258, March, 1942.

2 Rivlin, Harry D. *Encyclopedia of Modern Education*. F. Hubner & Company, Inc., New York City, 1943. 902 pp.

3 Good, Carter V. *Dictionary of Education*. McGraw-Hill Book Company, Inc., New York and London, 1945. 495 pp.

the planning of such a club should, of necessity, be mentioned. In the first place, the only determining factor for eligibility for membership should be the genuine interest in science on the part of those who wish to become members. Grades should certainly not be a determining factor for eligibility, unless, of course, the curricular subjects of the student are suffering as a result of the efforts put forth in the science club.

Secondly, club dues should not be so large as to inconvenience any of the members. It would be all too easy for existing members, themselves children of the higher income families, to arbitrarily raise the club dues, in the hope of excluding certain pupils from the "lower" social order. No member must be excluded because of an inability to fulfill too high club dues.

Finally, in the most desirable situation, each member should subscribe to some scientific journal. Many such journals are available, but undoubtedly above the financial reach of some of the club members. If the latter situation is the case, one or more members may subscribe to a publication together, or the club as a whole may use club funds to purchase weekly or monthly a suitable scientific journal.

Objectives of the Science Club

Many high-sounding objectives have been formulated for the high school science club, but actually these objectives should be no different from those of the high school science course. The main difference will lie in the opportunities offered to the club members to attain these objectives. The science club is not part of the regular school curriculum, and thus does not suffer from the same shortcomings. Undoubtedly, the main spirit of motivation in the science club comes from the individual and group pupil interests.

Since the main objective of the curricular science course is to give the student an understanding of scientific principles, materials, and procedures, the most important purpose of the club is to promote and continue the interests of the club members in the different fields of science. Several ways in which this all-important objective may be realized are: (1) through educational and vocational guidance; (2) by providing training in self-expression; (3) by closer contacts between teacher and pupils; (4) by providing opportunities to perform complicated and difficult experiments; and (5) by fostering

the learning and practice of applications of science.

In a few words, a science club in the high school should stimulate and guide the pupil's growth in understanding materials, forces, and elements. Through these understandings his behavior should be changed.

Increasing Popularity of Science Clubs

It has been estimated that in 1945 there were 150,000 boys and girls in the 7,000 clubs of the Science Clubs of America. This number undoubtedly constituted the largest science organization in the world. Directly after the ending of hostilities in the Pacific, the increase in the number of national and international science clubs was tremendous.

According to the last count, there were 15,000 science clubs in this country and abroad, affiliated with the Science Clubs of America, at the close of 1949. Such an increase in four years is surely indicative of the increasing importance of science in our modern world.

The Modern Outlook of Science

Joseph Singerman has made a profound statement concerning our future duties and obligations in science: "Civilized man has enveloped himself in an artificial environment, thereby bestowing upon himself certain benefits. But, with these advantages, have come psychological problems. The same intelligence that man used to modify his surroundings he can use to adjust this environment in such ways as to resolve his conflicts."

At the close of World War II, America was faced with a realization that there were not nearly enough scientists and development engineers available to discover new basic knowledges, perform the necessary industrial and military research, and train the oncoming scientific generation.

According to presidential and military estimates, by 1957 our nation should devote at least one per cent of her national income to research and development in the universities and colleges, industry, and the government. This means that, in addition to the many scientists and engineers trained in colleges and universities, in the normal number of past years, thousands of additional scientists and engineers will be needed.

The implications in the direction of our curricular courses in science and our science clubs are quite obvious. With so much depending upon the development of every brain of our nation's

science talent, everything possible must be done to bring into fertile development the scientific ability that is present throughout our nation.

Throughout our schools this year many science club members are receiving their first contacts with science, its implications, and its possibilities. The urgent need for scientists will be answered in the future to the same extent to which these members and their teachers develop science club opportunities. Science club members spend much time considering their future in science, and, if they are serious about it as a profession, they plan for careers in science. At this stage, the club serves as a proving ground.

For every club member who will become a professional scientist there are hundreds who will not. For most of the school science hobbyists, science will remain a hobby throughout life, although they will be better equipped to live in a scientific world and control the results of science so that civilization will progress rather than be wiped out.

Each member of the science club must be viewed as possibly joining that procession of scientists throughout the centuries who have been innovators in our civilization. Our greatest problem is to make certain that these potential scientists of tomorrow have a chance to show their worth.

Benefits for the Science Club

Any teacher or interested adult who sponsors a club can, without any cost whatever, affiliate it with the national Science Clubs of America. For full details on how to belong to Science Clubs of America or how to engage in any of its activities, the sponsor has merely to write to Science Clubs of America, 1719 North Street N. W., Washington 6, D. C.

Each year Science Clubs of America conducts the national Science Talent Search which culminates in the award of the Westinghouse Science Scholarships at the Science Talent Institute at Washington. Complete details of how to enter the national and state Science Talent Searches are available from Science Clubs of America.

The SCA Sponsor Handbook is put out once each year by the Science Clubs of America. The handbook contains much valuable information for the science club sponsor, such as the following headings.

1. How to Organize Your Science Club
2. Activities for Your Science Club

3. Projects Your Science Club Can Undertake
4. Co-Projects for Your Club
5. How to Get Club Publicity
6. Affiliated Groups in Various States
7. Science Service Aids for Science Clubs
8. How to Conduct Your Science Fair
9. Annual Science Talent Search
10. Recommended Books for Science Clubs
11. Free and Low Cost Materials for Science Clubs
12. Where Science Clubs Are Located

One copy of the SCA Sponsor Handbook is sent free of charge to the sponsor of each affiliated club. (Price to others: \$1.00.)

Many of the science club activities of high school students have won approval as an important aid to the nation's science program. Frequently state and regional science fairs or congresses are held throughout the nation. Young scientists often win scholarships and other prizes for noteworthy projects sent to these larger exhibitions.

Activities for The Science Club

It would be impossible at the present time to present even a small fractional part of the activities possible for the science club in general. Chemistry, physics, biology, general science, astronomy, and photography clubs all fall under the single heading of high school science clubs. The activities of these clubs, although similar in scientific principles and worthwhile benefits to the member, are generally quite different in context and subject matter. For this reason, some of the possible activities of only a chemistry club will be presented, by way of illustration.

All science club activities must, of necessity, be carefully chosen, taking into consideration the following criteria.

1. Scientifically sound
2. Danger involved in experiments and demonstrations
3. Activities and setups within the experience of the student
4. Resourcefulness
5. Materials available
6. Arouse interest and involve planning
7. Link curricular and extracurricular activities

Following is a list of possible activities for the high school chemistry club.

1. Meetings
2. Field trips
3. Demonstrations for club and school

4. Extra laboratory work periods for interested students
5. Exhibits
6. Question box between students and science club members
7. Competitive projects and programs
8. Meetings with other science clubs
9. Publicity of science activities
10. Talks or special demonstrations by the sponsor
11. School museum
12. Assembly programs
13. Scrapbooks
 - A. Discoveries
 - B. Inventions
 - C. Applications
14. Safety posters
15. Making of chemical equipment and apparatus
16. Special projects
 - A. History
 1. Origin of chemistry
 2. Importance of chemistry
 3. Terminology
 4. Industry and manufacturing
 5. Apparatus
 6. Scientists and their contributions
 7. Nobel prize winners and their contributions
 - B. Chemistry of explosives
 1. Peacetime
 2. Military
 - a. Detonators
 - b. Boosters
 - c. High explosives
 - C. Chemistry of ceramics
 - D. Chemistry of photography
 - E. Chemistry of rubber
 1. Natural
 2. Synthetic
 - F. Chemistry of perfumes
 - G. Chemistry of plastics
 - H. Chemistry of synthetic gems
 - I. Chemistry of poisons and poisonous gases
 - J. Chemistry of glass
 - K. Chemistry of dyes
 - L. Chemistry of fuels
 - M. Chemistry of foods
 1. Fats
 2. Carbohydrates
 3. Proteins
 - N. Chemistry of lubricants

- O. Chemistry of cleaning agents and detergents
- P. Chemistry of metals
- Q. Chemistry of alloys
- R. Chemistry of insecticides
- S. Chemistry of clothing
 1. Natural
 2. Synthetic
 - a. Rayon
 - b. Nylon
- T. Chemistry of building materials
- U. Chemistry of cosmetics, drugs, and sundries
- V. Chemistry of radioactivity
 1. Radium
 2. Uranium
 - a. Atomic bomb
 - b. Isotopes
 3. Hydrogen bomb
- W. Chemistry of vitamins
- X. Chemistry of digestion

Conclusion

Today it is recognized that science education must be accelerated if our growing boys and girls are to recapitulate the scientific history of the human race in the few years between entering school and getting to or through college. Because science is a mode of thought and a method of life, the new educational force of science can make itself felt much earlier than the college. The informal science clubs, squeezed in after school with the help of a teacher sponsor have quite as much educational value and purpose as the regular curriculum.

Bibliographies

- McKown, Harry C. *School Clubs, Their Administration, Supervision and Activities*. The Macmillan Company, New York, 1929. 498 pp.
- McKown, Harry C. *Extracurricular Activities*. The Macmillan Company, New York, 1952. 666 pp.
- Davis, W. "Science Club for America—an Educational Force for the Future," *Education* 65:406-408, March, 1945.
- Mallinson, G. G. "Sponsoring the Science Club," *School Activities*, 19:49-51, 94-95, 124-125, October, November, December, 1947.
- Shontz, G. "Junior High School Science Club and its Activities," *Teachers College Journal*, 22:132, May, 1951.
- Weigel, R. M. "Organizing the Science Club," *School Activities*, 22:157-158, January, 1951.
- Franck, G. P. "Enriched Teaching through Science Club Activities," *School Activities*, 20:280-281, May, 1949.
- "Aiding Young Scientists," *Science News Letter*, 54: 245-246, October 16, 1948.
- Patterson, M. E. "Clubwork Makes Science Fun," *Science News Letter*, 56:186-188, September 17, 1949.
- Davis, W. "Youth Learns Science," *Science News Letter*, 52:218-219, October 4, 1947.

Experience, reports, and recommendations regarding senior class days in the smaller high schools are interesting, although varied, as revealed by survey.

A Study of Senior Class Days in Small High Schools

A QUESTIONNAIRE regarding annual senior day was sent out to eighty-two schools and responses were received from seventy-five of them. The survey was made among high schools having an enrollment of 150 to 300.

The questions and results of the survey follow:

Does your school sponsor a Sneak Day, Senior Trip, or similar event?

Yes	61
No	7
Parent Sponsored	2

If so, how many days are the seniors out of town?

One day	35
Two days	4
Three days	7
Four days	9
Five days	3
Six days	1
Seven days	2
Eight days	1
Nine days	1

When do they make the trip?

During school year	53
After school is out in spring	10

How is the trip financed?

By class funds	28
By individuals	4
By a combination of both	31

The survey and comments seem to indicate that most small schools have annual senior day or sneak days including trips of from one day to a week. However, the administration is attempting to eliminate "Sneak Day" entirely or to substitute something of more educational value in most cases.

Excerpts from many of the answers are included in the following paragraphs:

Favorable reports for one day trips

Our Senior Sneak Day is planned in the class room and all arrangements made, including the date, and placed on our school calendar. It is sponsored by teachers and only 24 hours allowed. This policy has worked well over a period of years.

A limit of distance of 150 miles, usually to some

MURLE M. HAYDEN

*Superintendent of Schools
Lincoln, Kansas*

large city. We travel in a group. We plan an itinerary of about seven hours of visits to factories, etc. We feel that the trip must have definite educational value.

I have always taken the position that I was glad to take a one day trip. However, I feel that an extended trip is in many cases inviting trouble for schools. Perhaps it is something that must be worked out in individual communities. Last year we went by train to a large city and visited several industries. It was quite interesting and educational to me. It was a very successful trip.

We take our class on a one day trip, usually to a large city to visit some of the aircraft plants and industries there, then spend the evening at the shows, home about midnight. This is paid for from the class funds. We do not take any other trips. We let the Seniors out a few days early just before school is out.

Our seniors and two sponsors charter a bus to take them to a large city. They have an itinerary all worked out for the day in the city. They usually go during the week after they have taken their examinations.

We usually take a one-day trip to the Ozarks during the last week of school, using the school bus and accompanied by the senior sponsors. We do NOT have a "Sneak Day".

We use chartered busses for our trip and try to make it as educational as possible. The trip must be completed in one day. The trip is made during the last week of school.

Favorable reports for longer periods

This trip of four days is entirely parent sponsored—Board allows one school day.

We take three days. I would prefer a longer senior trip and taken after school is out. This trip is traditional, but doesn't seem to be educational. My experiences with the longer trip have been most gratifying.

Three days. We have had very good luck with our trips to date. Each class is informed that next year's trip depends upon the success or failure of the present trip. Under classmen put the pressure on the seniors to behave themselves, and it works out very well.

Our seniors take four days to take a trip between Baccalaureate and Commencement.

We usually take five days. Our seniors have gone to Denver two times, twice to Santa Fe, N.M., once to Dallas and Shreveport (same trip), and once to Denver and Colorado Springs. They earn enough money as Juniors at concessions at games and as seniors selling magazines under the Curtis plan to pay transportation and hotels. We travel by cross-country bus. Superintendent or principal and the two class sponsors must accompany them. Parents meet with students in final planning stages and at this meeting the code of conduct is ratified and parents later sign their permission and the code as decided at the meeting. To tell

all the ramifications of the trips as we have taken them would take a lot of space. We believe they contribute a valuable learning experience as well as an outing.

We leave by school bus on Saturday and return the following Saturday. Senior groups are limited to not over 1200 miles from home. Most of the money is raised by sale of magazines.

We take two days. We have found the one night away from home creates very few problems. Last year we went by train and found it more satisfactory than chartering two busses.

Three days. Senior trips are now in very good repute here. We would like a good excuse to discontinue them. We require written approval from parents. Two adult men and two adult women go with them.

Two days. We secure written release from parents. Two school class sponsors and two added faculty members usually go. The individual expense per pupil is \$10.00 or less. The rest is by class funds. We charter two busses—no private cars.

The class provides lodging and meals along with the transportation for our five day trip. We have a pledge form which is signed by each student. We also have a letter of information which is recognized by the signature of the parent. The first trip of this kind was first undertaken by the school last year. The trip was a very pleasant success. We use school busses for transportation.

We would be glad to receive further information. The class sells at concession stand, has a community Variety Show which has been a good program, class dues, and other financial projects. Classes have ranged in funds from \$750.00 to even as high as \$2,000.00. Transportation, hotel, and meals are provided—the latter two if possible. A plan is worked out by class and sponsors and presented to the Board of Education and Superintendent for approval or revision. Well-shaped plans and understanding concerning regulations are agreed on in advance. As a result we've had some very splendid trips of four to five days. No more than two or two and one-half school days have been missed.

Variations of plans

We usually take advantage of Seniors absence of one day to enroll the Freshmen, Sophomores, and Juniors for next year. We are not proud of our success with sneak day. Sometimes we take an educational tour of industries, etc., in large cities. Sometimes they just take the day off and each pupil does as he pleases. We leave it to the class to choose. The day is theirs with no restrictions except that they take only one school day. They usually plan with the principal so it's not strictly a "sneak."

We take three days. I would prefer a longer senior trip and taken after school is out. This trip is traditional, but doesn't seem too educational. My experiences with the longer trip have been most gratifying.

We take a trip of from five to seven days. Have had good luck on three. We have an understanding that any time we get into trouble the trip will be off.

We take a three or four day trip. Two sponsors usually accompany the group. A Missouri resort is generally the destination. Travel is via cross country carrier. Ninety plus per cent of the class members have attended. There's divided thinking here as to educational value—but we haven't encountered too much difficulty. Whenever we do, we'll stop them.

We try to make this two day trip affair an educational trip with lots of class activities so that trouble does not occur. We leave early in the morning and return late the second night. We travel by chartered commercial bus. One night is spent in a hotel.

We dismiss our graduates one week before close of school. They, with their two sponsors, charter a bus for their one day trip. They are limited to one day by Board of Education regulations. Also the Board limits expenditures from class treasury to \$3.50 per student.

One day. This should be called "Senior Picnic-Day" in our school. It is planned and sponsored by myself and others and is a secret in name only. It is usually held in the fall.

We go in cars with parents as sponsors for four days. All plans are made in advance; where we stay, what we do, and when we do it. It has worked out very well for us, but is a big responsibility and one which I wish we did not have.

We confine our one day to school hours. Our trip consists of a picnic at no greater distance than can be made between 8:30 a.m. and 4:00 p.m. We use school busses—allowing no individual cars. Usually about May 10 to 15. Three faculty members (men) accompany the group.

Unfavorable reports

Four days. Have had trouble for years taking students where they had to stay in hotels overnight. About three years ago we started with a Ranch and have had excellent success. They furnish all entertainment for the time we are there. We ride one day to get there—stay there two days—come home the fourth day. Glad to tell you more about it.

Our Seniors are given one day. The school does not assume any responsibility for trips taken.

We take two days. Personally, after 16 years of experience with senior trips, I'm of the opinion that no one can hope to take a group out for any length of time without trouble. Children feel that it is a lark and often so act. I heard one man say, "Society always has acts of unsocial conduct, viz. smoking, drinking, illegal intercourse, etc., and when we handle society we must expect it; so when you take youngsters out on a lark, just expect it and let it go as an effort of control." . . . Now I revolt at his stand, as I want the children to be honorable and "good," but I am always disillusioned when I take a group out on such a trip.

We take four days. Sometimes I feel the senior trip is not accomplishing its purpose. Each succeeding class must go a little farther and spend more money. Our class this year wants to go to Chicago, because other classes have gone to Omaha, Lincoln, Denver, and Kansas City.

One day. When Mr. X was here they used to sponsor several one-day trips each year. The last year they went to Colorado the students gave a lot of trouble so Mr. X asked the board to rule against such trips in the future. It seems to me that it should not be the responsibility of the school to take seniors on extended trips and I have personally always disapproved of it.

We take one day. Two years ago our seniors had an over-night trip. This was discontinued by the Board of Education because of too much difficulty and too much responsibility placed upon sponsors for the over-night trip. Now we have only one day leaving early in the morning of the trip and returning the same day.

Our seniors have taken a trip to a large city for a number of years. We take one day. Last year the usual trip seemed too common for them so only a few wanted to go. The trip was then called off. We do not like to have them be gone over night. The responsibility for sponsors is too great. In our case they can leave on a night train and come back the next night after spending a full day in the big city.

We use several days. An activity which has many "headaches." It has become a tradition, but will probably fade from the picture if administration and pres-

ent personnel changes. Definitely an imposition on sponsor. Value questionable in light of cash and time expended. Cross-country bus charter—transportation, lodging, and special events paid for out of class funds; food is not included. Sponsors are not paid for time or personal expense incurred.

We take one day. We hope your survey can discover a good way for us to forget this activity, completely. We question its having any educational value, on the whole, and certainly provides a nightmare for administrators and sponsors in many instances.

We had one trip of three days after school was out in the spring—and never again as long as I am here.

We take five to six days. Many problems; many good features, some not so good. Would take only on school time and before graduation. Set some out before trip last year for drinking.

We take one day. I do not believe that sneak day or senior trip is a good thing.

We go in a chartered bus. Require a written statement from parents relieving school of all responsibility in case of accident. Frankly, the whole thing is a pain in the neck to me, but the kids have a good time.

Reports from Schools not Having Senior Days

For several years, our high school group spent one day in some sort of picnic trip. However, we felt that 70 people are too many to take across the country even for one long day for entertainment purposes. The trip was cancelled. I believe our seniors went to a college one afternoon last year for a guidance meeting of some sort. Otherwise, no trips were taken by the class.

The seniors have an option of one day or the last

four days off at the end of the year with no exams. They choose the latter most of the time.

We used to permit a one day sneak. They caused considerable embarrassment and trouble so in 1943 they were done away with. We have still been able to have school.

We had no senior trips until a number of years ago when we had one develop on their own, the students. It was unsponsored, and unapproved for a number of years. It was extra-legal so to speak. The board didn't want to act to eliminate it and the faculty didn't want to sponsor it. Finally we were able to give the seniors the last week of school off in exchange for no sneak day. It has worked. Perhaps we are all wrong, but we don't want a senior sneak day or days.

We have avoided this project and I feel rightly so, on several grounds. The real underlying basis for it is to take time from school. We give the seniors the last week of school off for the preparations for their graduation. We have kept from getting much pressure for a trip beginning after their graduation. Sponsorship is difficult and the funds necessary for it would rob some present activities that we feel are much more worthwhile. It is doubtful just how much educational value there is and whether it should be a school sponsored affair.

I have sponsored five elsewhere. They were not directed toward educational experiences, purely recreational. I had no serious trouble but neither could I see benefits. There always is the financial problem, how to control drinking, etc.

We take no sneak trips by order of the Board of Education. There have been trips to the legislature, but this must be a one day educational trip.

The value of publicity for the schools of America and methods of getting it before the public are best demonstrated by the various athletic programs.

School Publicity Should Reach All People

THE GENERAL PUBLIC should be informed more specifically about the aims and achievements of the public schools is the consensus of the School Publicity group which met November 6, at the Kansas State Teachers' Convention in Topeka, Kansas.

Teachers from Kansas secondary schools, Kansas elementary schools, both city and rural, exchanged ideas on reasons for better school publicity and ways in which to present school programs more effectively to the public.

The group was agreed on the meaning of the term "The Public." It referred, they said, to all of the people, not alone to the families with children, not alone to the tax-payer but to everyone. "The man on the street is important and should be cognizant of how the public schools function," the group agreed.

They added, however, that the manner in which publicity is submitted varies with the ones for whom it is prepared. Terminology in

MARIAN KIRKPATRICK
Junior High School
Manhattan, Kansas

a technical journal for educators might be different from that used for the layman. Publicity should aim at understanding.

Underlying factors in all school publicity should be sincerity and truth. Actually, school officials wish to acquaint, to inform, rather than to advertise. School publicity needs to be edited carefully, so that the correct meaning is gleaned. Since education is one of the bases of Democracy, its publicity must support the principles Democracy teaches.

The teachers discussed at some length the various media used in publicity measures.

Newspapers, radio, and television serve as excellent agents for the schools, admitted the group. Several educators mentioned, however, that certain newspapers tend to spectacularize

school news. "Newspaper reporters too often rewrite school material," they said, "minimizing the important facts and headlining a minor but 'newsworthy' item."

One teacher-journalist, who reports for a newspaper in the summer, defended the newspaper. She said that no group is worse than the teaching profession in submitting late copy, poorly organized.

"Too many teachers," she told the assembly, "are untrained in writing a news story. Thus the reporter or the editor must take the handful of out-dated material and attempt to give it reader value."

Another teacher complained that newspapers do not welcome school news—they look down their noses at it. Again a teacher-journalist defended the newspaper.

"The small town newspaper," she explained, "welcomes school items, even gives a regular column or portion of the paper to the school." News must, of course, be on time. She specified also that they liked human interest stories.

While a few instructors felt that the city newspapers with large areas were sometimes "harder to crack," others reported that they had healthy associations with large newspaper concerns.

It was decided that school officials should make an effort to study the newspaper's problem and attempt to work with that department more efficiently.

Radio stations KJAC, KOFO, and KLWN, were mentioned as stations sponsoring and broadcasting school programs. Through their efforts, classroom activities, reports of best scholar records based on grades, plays, lessons in grammar and punctuation, and announcements concerning school meetings are given.

Much school publicity involving printed material and photography originates in the school plant. The school paper reaches each school family and other schools. It serves as a newsworthy projector and gives the students experience in writing and printing the paper.

One teacher at the meeting told that the President of the Teacher's Association in her school took pictures of every school activity. Movies were consequently made and shown to the community thus acquainting them with true pictures.

Another printed source within the school is the printed booklet, as reported by one school. This was described as a paper bound maga-

zine bearing approximately half printed material and half of the space devoted to pictures. The booklet sold for \$1.25, thus defraying expenses. "Such a measure," as reported, "gave the public a visual and spoken picture of the school and in addition was for the student a lasting memento of his school life."

High on the list of publicity media was the personal conference. Nothing, everyone said, quite equals the talking it over face to face process. Here rumors can be corrected and an explanation of objectives made plain. Too, the public has an opportunity to air its views—possibly talk back a little. This is good psychologically and may show the teacher errors he or the system is making.

"An occasional admittance by the school that its policy is wrong is infinitely good publicity," one teacher said.

It was agreed that the home calls pay dividends; although they cut into the school program and often disrupt a teacher's few hours of leisure.

In educational systems where the homeroom unit is in force, home visitations are made by the teacher to the home of the teacher's group. School, in one instance, is dismissed two afternoons for such visitation. Since most enrollments do not allow for groups which are small enough to be covered in these periods, the teacher must complete visitations on his own time.

The purpose of the visitation varies. The teacher may wish to make a short introductory social call. He may, on the other hand, wish to talk about the child's problems or perhaps ascertain how he can help with their problems.

The question of how a teacher should dress on such occasions is of some publicity value. It is too often implied that teachers make fabulous salaries and spend too much of their money on clothes. On these visiting days is it well then to don one's Sunday attire to make a friendly call?

A teacher once asked her group what she should wear. That is, would they like to have her come in hat, her best dress, heels, gloves. Most of the students said they did not care. One boy remarked, "Mother just wants you to be natural." But one bright-eyed boy, Tommy, with the tousled hair and unclean finger nails, had a final answer. "I want you should wear your hat and all yer dress up clothes," he said bluntly.

That afternoon the teacher stepped over cob-

blestones and mud puddles to Tommy's crowded house. She had some misgivings about her high heels, her white gloves.

Tommy met her at the door, scrutinized her carefully, then rushed to call his mother. The mother was pretty in spite of a tired countenance and a scant housedress. She dismissed Tommy to play and then admitted that Tommy had told her about the teacher's dressing up. From this mutual confidence a subject dear to most women arose—the subject of clothes. "I confess," said the mother, "that I don't come to P.T.A. because I haven't the right things to wear." She was sorry the homeroom had missed having 100% on account of her absence. The teacher told her that clothes were a problem for teachers too—a very great problem.

When the teacher left, putting her white gloved hand into the slender red one, she knew that a bond existed. Probably from then on Tommy's mother wouldn't be afraid to come to P.T.A. in her simple homespun dress. Tommy's teacher would be there to welcome and to understand.

School visitation by parents and townspeople is another form of personal conference which the group recommended. School conferences are especially important in schools where the grade card has been replaced by the teacher-parent conference.

Under the conference plan, the teacher's schedule is arranged to permit him time in which to talk over the student's problem with the visiting parent. A grade card is kept handy for the reluctant parent who feels more secure with a grade card.

Back-to-School night is a popular contact for the public and the school. In one example cited at the Topeka meeting, the parent takes the place of the student. That is, he sits in for his child receiving instruction from the teacher in the subjects the child studies.

Or the Back-to-School night may be a class situation with the student being observed by his parents. Here they see their child at work or not at work.

On other occasions the parent sits in for the teacher asking questions with the teacher on the receiving end. In this example the parent may learn new methods of instruction and also get the feel of being teacher.

One teacher recounted at the Topeka conference that her school mails personal invitations

to townspeople to attend certain school functions. These notes take on a warmer tone and likewise they reach the public. Too often a printed notice sent home by the student shows up in his jeans' pocket on wash day according to parental confessions.

Competitive schemes enter into school publicity tactics in some schools. In one case described, civic clubs were issued grade cards. On visitation nights at school the clubs entered into competition to see which one could lead in visitation membership. As a check the teacher and principal both sign the grade card. The teacher places his signature on the card when the member visits the teacher's room.

An explanation of another type of Open House includes assembling of visitors in the auditorium at the first of the evening. Introduction of teachers follows; with the teachers seated on the stage. This plan enables the parents to see the teacher before they visit his room. At the close of introductions the parents follow their child's schedule, visiting each teacher's room.

Exhibitions and displays are considered excellent publicity measures. Seeing is believing.

The athletic department, the publicity group decided, has accomplished a magnificent job of publicizing its program, especially in the media of football and basketball. Intramural programs, health, and school physical examinations have probably not received their share. So highlighted have been the football and basketball programs that they have received criticism.

The publicity group discussed this criticism and suggested that in place of criticizing the stupendous amount of publicity accorded these departments perhaps other school departments should try to parallel them in publicity.

Music and dramatics departments must, the group believed, welcome opportunities to show the community what they are accomplishing. Appearances at clubs and before business groups are effective ways to tell the public that the schools are at work. Fashion shows, exhibitions of clothing made at school, teas, assembly programs all contribute to correct publicity.

The vocational program, in which students go into business houses for a two-weeks' work-a-day project, is gaining public sanction. One teacher reported that citizens admitted an improvement in attitude and service since such a program has been instituted. The student gains experience and often selects a vocation to pursue.

B.I.E. Day is a plan used in several schools. It brings business and the school into closer contact. Here the teacher visits designated business houses learning about their procedures, their problems, and what they feel the public can do to help. A dinner meeting follows with teachers and business men again exchanging ideas.

In one instance the dinner meeting was highlighted by having an apple at each teacher's place. In turn the teacher presented a grade card to the business man whom she had visited. In a similar instance the teachers were taken on a tour of the city on which they learned of the various industries.

The school participates in many humane societies. The public should be advised by posters and other means that the school contributed freely to the Polio Fund, to the Red Cross, and to all such agencies.

At Christmas Hi-Y and Y-Teen organizations come in for a deserved spotlight. In correlation with homerooms these groups adopt needy families. They distribute food, clothing, and toys to their families. Carolers from these organizations and other school music societies sing for the ill, for the elderly in private homes, and for the needy.

The Federation Council is a potent force for school publicity. It sends "Thank you" notes to anyone who contributes to the school program. One instructor related that in his school each new child is visited. In another the Council sends a note of welcome.

Several teachers reported inviting various people in to speak before school groups. People who know the history of the town, people who have interesting hobbies, all should be included in the school program.

A questionnaire was advocated by one member as a worthwhile method. In it questions are written on a card. The patron may answer with "I agree" or "I disapprove." The questions concern school methods or problems current to the group. The answers need no signature. "The response to such a plan was excellent," said the teacher.

The two-hour Topeka session on publicity adjourned with ideas still unexpressed for lack of time. It closed with the thought that it is not sufficient for the schools to do a good job.

The public should know about the organization and activities and opportunities provided for their schools. The schools must put their

best foot forward in publicity. All people should be informed about the excellent job the public schools are doing.

Effective News Coverage

LAURENCE R. CAMPBELL
Dean, School of Journalism
Florida State University
Tallahassee, Florida

School newspaper staffs want to print all the news that's fit to print about their schools. They seldom do. Too often they just don't recognize some of the news so it doesn't get to the reader.

Considerable emphasis, of course, is given to extracurricular news. Some call it cocurricular news. Anyhow, it concerns chiefly news of student activities, athletics, publications, and organizations. Sometimes, school newspapers publish little else.

What do we mean by student activities? They include assemblies, dances, debates, plays, concerts, rallies, and the like. In the private school, they may include the social life in the dining hall or dormitories.

What do we mean by organizations? These include the classes — seniors, juniors, sophomores, freshmen. They include clubs, home rooms, Quill and Scroll, Future Farmers, Girls' League, Key Club, and similar units.

Each organization has members, officers, committees, programs, projects, and various activities. Each of those items may be a source of news with regard to the organization concerned.

Student publications include the newspaper, yearbook, magazine, and directory. They include also the news bureau, radio news bureau, and similar groups. This news should not be overlooked, but it should not be over-played.

Newspapers—amateur and professional alike—tend to over-emphasize sports news. Even so, some newspapers are weak on advance stories of sports. Others let sports editors take up too much space with columns. Too few publish league standings.

Community relations make news. The alumni, board of education, Parent-Teachers Association, Newspaper Week, Education Week, Book Week, and adult education program should be news sources for news of wide interest.

Every academic department is news. That's why student newsmen should interview each department head—from A to Z, Art to Zoology—before each issue. Sometimes department heads, as well as amateur newsmen, need help in recognizing news.

News of administration includes buildings, busses, cafeteria, grounds, guidance, health, honor roll, library, personnel, placement, principal, and superintendent. Too often news in which the school should take pride isn't even noticed by either the administration or the staff.

Obviously it is imperative that the news staff guided by an able adviser recognize the scope of news in the school. It is equally necessary that the teachers and administrators recognize staff members as amateurs who need patient assistance.

Then it is necessary to see that a student reporter goes to each news source regularly and asks questions which will uncover the news. The reporter will need help at first in learning what questions to ask. He will need instruction in how to get and verify facts for news stories.

Next the staff must know how to write the news and how to display the news. Heretofore staffs have learned to do both. They have been more successful, of course, in schools which have journalism courses.

Effective news coverage, therefore, involves recognition of news in all of the educational activities of the school. The school newspaper which limits its coverage to one or two major areas is incomplete. The superior newspaper tries to present a complete picture of the school from week to week.

Students selected to be officers in the governing body and other high school groups are servants to the student body and really have many responsibilities.

The Student Officer May Strike Pay Dirt

FEW PUPILS CAN RESIST THE THRILL of having been chosen for an elective office enough to decline and miss the excitement of the preelection activities, the planning for campaigning and the big assembly preelection speeches and stunts. Keeping the whole affair interesting, stimulating, and, within reason, dignified is a challenge hard to turn an adolescent back upon; even though, personally judged, the pupil may feel he is not quite capable of handling the job of the office itself. The prestige has its appeal, too. The added stimulus of the competition is something dear to the hearts of the American boy or girl.

The time is comparatively short however before one of the running mates becomes an elected officer and theirs is the job to be done. It is a wise candidate that schools himself well in the duties of the job before election is a reality. Since there is quite a space of time between spring elections and fall duties, it is a wiser elected officer who studies the accomplishments and books of his predecessor quite objectively, recalls the reactions to what was done and to the omissions of the previous officer. When these studies have been made, there is still much that can be learned of the "why's" and "how's"

RUTH MAYNARD KELLER
Fullerton, California

of accomplishments and omissions. The background study is as important to wise and careful planning as the duties of the office itself.

Every elected officer must remember that, once elected, his identity as a person is gone. Individually he is nothing. His will is that of the electing body, his energy must be used to bring about the things wanted by most of the pupils, his statements must accurately represent their desires, and personal feelings must be left entirely out. When suggestions are brought to him, his knowledge of the past policies of the school, the administration, the faculty, the community, and the Board of Education on controversial matters, will aid greatly in explaining the probable outcome if suggestion is carried on.

Probably no other experience than serving in an elective office can offer such an opportunity to develop judgment, the ability to weigh all sides of a question, the ability to be diplomatic, and act thoughtfully in the official capacity. If some degree of these is attained, the pupil has struck personal "pay dirt" in his own de-

velopment that can serve him well if he continues to an institution of higher learning or takes his place in the community immediately after leaving school. If he is discerning he will note the lack of friction, the ease with which favorable decisions are arrived at by superiors or the understanding with which unfavorable decisions are presented.

The elected student officer learns quickly that there is no oneway street but rather that success of the whole body depends upon cooperation. Where it is difficult to attain a cooperative exchange, then he must learn to go more than half way to reach an understanding and spirit of better cooperation. Cooperation keeps respect for the school's authorities. He learns, too, that often he must be tenacious or persistent. If he learns to balance tenaciousness and persistence with consideration and respect plus diplomacy, he has gone a long way in learning what makes any organization work.

The best officer will welcome help and suggestions and, in due course learn to delegate jobs to those who do them most effectively and efficiently for the good of the whole group. Thus, he gains a footing on the first rungs of good administration.

Time is a factor with which the elected officer must reckon. He must plan his school work so that his officer's duties do not interfere with good school work. He must plan specific time to get work done so that unforeseen emergencies will not delay the jobs at hand. He must learn that "time when" something is presented or planned for is important.

There is a right and wrong time for doing most things. Call it psychology, intuition, or what have you, but the "time" is important. No less important is the ability to keep on schedule or within the time allotted for a project, a speech, an appointment, or a meeting. Only good pre-planned affairs and agendas can do that.

Since the officer is an elected one, he must be available to those who elected him, the rest of the officers of the organization, the advisers of the organization, and the representative body with whom he meets and acts when not advisable to work with an unwieldy large group.

One of the biggest hurdles of the student elected officer is the realization that, as long as he holds that office, his actions, in and out of school, reflect upon the whole school and stu-

dent body. Thus he must learn restraint from doing those things with the gang that are brash, bold, or on the shady side of good conduct.

No student officer can afford to omit taking stock of his own and his colleagues' accomplishments at regular intervals. Evaluations can help keep a firm footing in a student administration. Comparison and contrast with past achievements of the group keep one alert and on his toes. Evaluation of work aid in keeping the goals in sight, and often point up the effectiveness or inadequacy of the means being employed.

Finally, it is most important that the elected officer keep a certain sense of humility which permits him to give an account of himself to the students, to the advisers and to the authorities in the school with a frequency which keeps them abreast of the work of his department and enables them to see that the work of all other portions of school life and activities dovetails in schedule and does not overlap in production or in purpose.

The sense of responsibility is important. The compliance with duty is important to maintain. The assumption that "I have been elected, I can do no wrong" or "My judgment is final" is too often common unless great stress is placed upon the other factors mentioned herein directly or indirectly.

The student officer, elected by a group of his contemporaries, who learns and acts responsibly, who works efficiently, who plans carefully with selected help, who becomes discerning, who develops judgment and good sense, who works with and for the group, and realizes his representation of the group while in office and who can honestly say that he has done his best need not be a superman but only a reliable citizen. If that student can take adverse criticism of his accomplishments or ideas with grace, then he has struck "pay dirt." Undoubtedly, he has learned some of the great lessons all, who would be leaders or intelligent followers, must learn.

Correction

Dr. Frank L. Steeves, who had an excellent article entitled "Student Teaching in Extracurricular Activities," in last month's issue of *School Activities* is Director of Student Teachers at the University of North Dakota, which is located at Grand Forks.

Academic classes are more meaningful, more interesting, and stress life adjustment education practices when activities methods of presentation are used.

The Pupil Activities Program

SOME YOUNG HIGHWAY ENGINEERS, while building a bridge, dropped some timbers in a hole prepared for a piling. They tried all the tools at hand and some improvised through their engineering genius to retrieve the timbers. The village quarter-wit happened along, saw what they were trying to do, and suggested they fill the hole with water and float the timbers up. It wasn't a bad idea for it worked—it was practical.

But where did the village quarter-wit learn this important law of physics dealing with specific gravity? Surely it was not in high school or college physics class, but more likely while observing the fallen timbers floating in the bar ditches as he approached the construction job, or while engaged in the extracurricular pastime of fishing in the village stream with a stick of wood for a floater.

Since education for life adjustment—practical living—must appeal to the interests and meet the needs of youth in obvious ways to them, it follows without argument that they must be practical. This is not to say that some of the so-called cultural or academic subjects are not practical for certain people. The so-called vocational subjects are not the only practical subjects offered in schools.

The conclusion at this point is that the interests and needs of youth will best be discovered and met through educational practices and content which call for action—mental and physical. Because of this, there is a challenge and an opportunity for secondary teachers, in particular, to revise the content of subject-matter fields and to apply the principles learned from the conduct of the pupil activities program to the classroom.

Most high schools will, because of lack of leadership, qualified staff, facilities, and other blocs, find the task of introducing into the regular curricular fields life adjustment units of learning and techniques of instruction extremely slow and difficult. The fact that this is true makes it more important that administrators realize the opportunities they have through the pupil-activities program to make effective in

R. B. NORMAN
Principal, Senior High School
Amarillo, Texas

their schools many practices with life adjustment values.

Pupils participate in the activities program not only for the pleasant social contacts they make and the recognition and feeling of worth they obtain, but also because of the opportunity to express themselves in action and see the results of their efforts.

There are many specific values of a practical nature which pupils receive through participation in the activities program. There are a few sets of general practical values that contribute much to life adjustment and which are important and integral parts of a good LAE program that should be emphasized. Among these general values are:

Guidance Practices:

(1) Participation in the activities program by pupils offers fine opportunities for direction and development of pupils along lines of social growth, personality, training in leadership qualities, ability to work with others, discovery of abilities and interests, vocational aptitudes, and others.

(2) The activities program affords opportunity for much training in such practical techniques as cooperative effort, parliamentary procedure, group dynamics, conference method, persuasion, organization, executive practice, and other values which are transferable to other subject-fields and to life situations out of school.

(3) Any survey made among current high school students on the subject of, "What I Like Best About My School," will reveal that most of them will point to some extracurricular activity. Surveys of graduates also reveal in substantial numbers that they remember and value some extracurricular activity as having made the greatest permanent and practical contribution to their life needs after school. Studies among school-leavers show that few took an active part in the activities program.

What You Need

MODEL WEATHER STATION KIT

The Model Weather Station Kit includes experiments to try, things to learn, things to do, weather instruments to make, instructions on how to forecast weather changes. Basic materials include twenty-three experiments, instruments to construct that show changes which make weather, handbook on how to forecast weather, leader's guide, and teachers' manual. Valuable to promote school activities and clubs, and for use by Boy Scouts. Models of Industry, Inc., 2804 Tenth Street, Berkeley, California. The price is \$4.95.

OFFICE OF EDUCATION PUBLICATION

A Directory of 2660 16MM Film Libraries. By Seerley Reid and Anita Carpenter. Office of Education Bulletin 1953, No. 7. 172 pages. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 50 cents.

This directory is a State-by-State and city-by-city list of sources from which 16mm films can be borrowed or rented. It includes libraries which handle entertainment films and those which handle instructional films. Listed are libraries which have only one film and libraries which have thousands of films. The directory includes also commercial dealers, colleges and universities, city and State school systems, public libraries, industrial companies and trade associations, labor unions, civic groups, religious institutions, and Government agencies.

A BOOK OF GAMES AND SPORTS

Popular Mechanics Company has announced publication of "The Family Book of Games and Sports" by Helen Joseph. Containing hundreds of games, this 189 page book is divided into five major sections: Indoor Stunts and Games; Outdoor Games and Sports; Indoor Games For Children; Outdoor Games For Children, and Card Games and Board Games.

The outdoor sections feature instructions and rules for a hundred new or forgotten games as well as rules for the more formal sports, such as tennis, golf, badminton, croquet, archery, baseball, and many others. The section on card and board games includes 23 restful solitaire games plus rules for bridge, rummy, poker, hearts, pinochle, and directions on how to play checkers, chess, backgammon, and dominoes. "The Family Book of Games and Sports" retails for \$2.95. Popular Mechanics Magazine, Chicago, Illinois.

FOLDER ON SPORTS

Association Films has published a new folder entitled "Shorts About Sports," listing seven films on horse-racing, fishing, motorcycling, auto racing, and model trains. The films are available for free loan to clubs, industrial plants, high schools, churches, institutions, and other community organizations.

In addition to "Boys' Railroad Club" the following films are listed in the folder: "The Story of Tuna" (commercial tuna fishing off the California coast), "Champions All" (exciting shots of hillclimbs, dirt-track races and other motorcycling events), "The Jockey Club" (the story of racing in New York State and how it helps up-state farmers), "Diesel Race Car" ("case history" of the most unusual racing car ever made), "A Racing Heritage" (story of a young woman who inherits a small stable) and "The Fabulous 500!" (highlights of the 1952 Indianapolis Speedway classic).

For copies of "Shorts About Sports" and information about borrowing the films, organizations should write Association Films, 347 Madison Ave., New York 17, N.Y.

ALBUM OF FREDA MILLER RECORDS

Activity Music: "Music for Rhythms and Dance," 13 short pieces in an album of three 10" break-resistant records, recorded with piano at 78 RPM. Price \$10.00. Composed, recorded, and issued by Freda Miller, 8 Tudor City Place, N. Y. 17, N.Y.

This album offers superior, tuneful music for use with children—pre-school, elementary, and Junior High—to the teacher with **no special training** in dance, rhythmic, or music.

The 4 page manual of suggestions accompanying the album indicates a great variety of specific uses for the music, ranging from very simple to fairly complicated, thus allowing adaptation in a wide range of situations and age levels.

LIGHTING AND STAGE EQUIPMENT

An attractive new catalog of Stage Equipment has been published by the Great Western Stage Equipment Co., 1524 Grand Ave., Kansas City 6, Mo. The 1953 catalog presents a guide to planning a new stage, with drawings. This is followed by catalog information and photographs of the complete line of stage equipment manufactured by the company, including stage and auditorium window curtains, drapery and asbestos curtains, seat cushions, interior and exterior scenery, settings and flats, water colors, spotlights and other stage lighting and dimmers, stage hardware and riggings, and miscellaneous equipment.—The Nation's Schools

ASSEMBLY PROGRAMS

for April

Showers, rainbows, and flowers mark the coming of April. Songs echo across America. Sunrise services, shrines, and outdoor amphitheaters are filled with thousands of Americans. Pageants, parades, and plays from Maine to California set the religious tone in memory of Resurrection Day.

In the natural amphitheater of the Wichita Mountains near Lawton, Oklahoma, 75,000 persons watch the 27th Annual Easter Pageant which starts at 1 a.m. A cast of 2,000 persons perform until sunrise.

Two choruses of 550 singers and 250 white-robed children stand in the shape of a cross at the Hollywood Bowl. At the Rose Bowl in Pasadena, California, 10,000 attend the services performed by 500 singers and participants. The Day is Easter in America.

The month begins with comedy. Several requests for humorous techniques have been made by readers. April is an appropriate time for this discussion.

Comedy In Assemblies

Authorities disagree over the meaning of comedy but it is obvious that humor may be defined as anything which is intended and makes the audience laugh. Getting a laugh depends on three-fourths technique and one-fourth on the point of the joke.

Farce In Assemblies

A large part of laughter is due to action which has no point. The best example is tickling. The farce technique is similar to tickling but the action is so subtle that the audience does not realize what is causing the laughter.

The simplest farce is the walking of an actor in high, wide, sweeping steps. George M. Cohan is a good example. The villain in melodrama is another.

The duplicate movement in which two actors do the same thing simultaneously or in succession causes laughter. A boy tries to copy the movements of another and makes an error. This technique offers infinite possibilities for getting laughs.

Over precision in timing makes an actor seem like a clock work doll. If three actors put on their hats in one-two-three rhythm, the audience will laugh. This is the reason for the popularity of animated cartoons.

UNA LEE VOIGT *Enid High School* Enid, Oklahoma

Certain sounds cause laughter as "Oshkosh" or "Podunk." These are association sounds. Farce can also be the movements of repetition as two students demonstrating variety of poses.

When comic business is repeated several times, the result is a comic gag. In *Arsenic and Old Lace*, running gags are used.

Laughter In The Assembly

Laughter may be the result of too much emotional strain. Long, dramatic situations have no place in the school assembly program. Any sudden event will startle the group and they will relieve their tensions by nervous laughter and talk.

Embarrassment is often relieved by laughter. A person laughs because he is nervous. Off-color jokes depend on this for effect. Thirty years ago profanity on the stage got a laugh. Now, it is embarrassing. On school programs the elimination of all profane words is necessary. Milder words can be substituted. If no softening is possible, then choose other script.

Incongruity causes laughter. This includes light treatment of a serious nature and comic exaggeration. Comic misunderstandings as a boy describing a hippopotamus and a fat woman thinks he is talking about her.

Puns are comic mistakes on the meaning of words and are not always enjoyed by school audiences. The participants are considered "punny" not funny.

The ability to analyze laughs and to wait for laughs is acquired in actual performance. Rehearsals are of no value. Inexperienced actors can not wait for laughs and proceed to kill the laugh by speaking against it.

Bad Laughs

Bad laughs in assembly are sometimes attributed to coincidence or luck. Danger spots can be pointed out in advance to students.

The worse type is the silly laughter known as falling out of character. Participants themselves giggle with insincerity. This ruins the act. The players need to keep the purpose in mind.

APRIL FOOL ASSEMBLY

Student Council

Suggested Scripture: Proverbs 1:1-16

April Fool is observed around the world. The celebration has an ancient origin. In some countries it is regarded with superstition. The French call it Poisson d' avril or "April Fish." It is the day for practical jokes.

April Fool music can be given by a talented quartette. The announcement can be they are going to sing a song backwards. Their coats are on backwards or they sing with their backs to the audience. Sometimes an April Fool quartet gets ready to sing and then all give a plaintive "Ba aaa!"

Someone is introduced to sing but gives a reading or dramatic skit. Another person is to talk but gives a violin solo. A girl sings a song in front of the curtain in different voices as contralto, alto, and soprano but the curtain opens instead of closing. It shows three girls behind her.

A good April Fool Assembly can be used in the form of a teacher's dream. Any sponsor or director may be used as the dreamer.

Mrs. Delyte Poindexter of the assembly committee, directed the following program for our Enid High School. It was presented as a basketball assembly; the theme was "Dreams Do Come True" or "A Coaches' Mid-season Dream."

Formal Opening: Lead by Dick McKnight, President of the Student Council.

Emcee: Sandra Wilson—

Our program today is in honor of our basketball boys and our coach, Mr. Geymann.

Now, I present Tom Thompson and Rosetta Hoyle who will tell us about the program.

Tom Thompson: A group of us dropped in on Mr. Geymann, our basketball coach, last night. He seemed a little worried; maybe a little nervous. Don't you think so too? (Curtain opens) My! he can't seem to sit still long enough to even

write a speech. Watch that poor man pace the floor! Can it be that he is worried about the basketball game? Now, he'll try to write that speech again. No luck; he can't do it. The radio—yes, the radio—why not listen to some real good music to get his mind off school problems.

Sound: (Turns on radio—music is the school song)

Tom: The coach likes this soft, sweet music: doesn't he? He is getting tired. He is dozing. Why he has fallen asleep. Yes, to sleep! Perchance he dreams. Why yes, it is a dream!

(Some time has elapsed. Radio Station signs off for the night.)

Announcer: This is Radio Station E.H.S. signing off.

Rosetta: In this dream, he sees his basketball players as a team and as individuals. There's Bruce and there's Bill and there's Jack! Are they home tonight getting enough sleep, enough rest so that they will be up for the game.

Business: Cartoons of players are carried across the stage. Horse enters.

Rosetta: My goodness! What's this? Ghosts? Oh, no, not ghosts! We don't believe in ghosts. Did you ever see a dream walking and even talking?

Ghosts enter: Ghosts are little boys who want to play basketball.

Rosetta: I believe the coach is waking. Yes, he is stirring a little. No, I guess he is just sleeping restlessly.

It is said that the Shawnee High School is fielding a team this year such as you have never seen before. Could that be some of the Shawnee basketball players? Someone is speaking to them. That sounds like Bert Bucher talking to them. Shall we listen?

Bert interviews improvised Shawnee team which is a tall boy down to a small boy. They use puns in answering questions.



UNIFORMS

are NOT expendable but MUST be a sound and lasting investment

YOU CAN BE SURE THAT EVANS' UNIFORMS

built on

QUALITY

SERVICE

REPUTATION

for almost 100 years are Dependable Uniforms

DAD AND GRANDDAD WORE THEM

When writing for catalogue No. 90

please mention material colors and quantity desired

GEORGE EVANS & COMPANY, INC.

132 North 5th Street

since 1860

Philadelphia 6, Pa.

Rosetta: No doubt, that is a team such as you've never seen before. What is this that is invading the sleep of our coach? He must be dreaming about the election of the basketball queen. Will they get the right girl? Just what is an all-right girl?

Boys duet: Sing—"Personality"

Rosetta: My, it would be nice to have such beautiful dreams. Oh, oh, there goes that dream again! Basketball. It's the game! Look here come the captains and the referee. Oh yes, they shake hands; now for the game! Listen, here's a yell. First, Shawnee, then Enid.

Dance is rhythmic drill by physical education girls under direction of Pat Armould.

Rosetta: There's the whistle! Oh, the game has started. What suspense! Let's watch, just for a moment, shall we? Oh, a foul! The referee is explaining it. I guess that's right. Watch that clock! Time surely goes fast. It's the quarter—Score? well, I can't see the score but Enid is ahead. That's good!

Girls are grouped on stage.

Rosetta: Here they go again. My aren't the players light on their feet, graceful too. Half—so soon? Surely not. Shawnee leads—Oh, that's terrible. That was a short half. Whistle! Game's on. A basket, a basket, a basket, and another basket on through the game we go. Final score: Enid 22—Shawnee 20.

Such cheering! Such Happiness! That dark horse certainly has a red face now!

Horse enters with red face.

Rosetta: Oh look, our coach is waking—happy, yes, with new spirit and enthusiasm to go out and conquer the Mid-State Conference for sure! We will turn the assembly to our Principal, Mr. Selby.

The referee wore an ugly mask and the ball was a white volley ball. A balloon is also good. The time clock goes around fast and slow. Enid was represented by a girl on a step ladder. Sometimes she was up and then down.

The outstanding feature was the ten girls who presented a six minute basketball game with grace and beauty of rhythm and precision.

EASTER ASSEMBLY

Y-teens and Hi-Y

Suggested Scriptures: Mark 15-16

The theme of the Easter assembly can be a religious theme similar to "Beneath the Cross." The cross can be spotlighted as a duet sings "Willing to Take the Cross."

A reader reads Mark 15:2-14. Hymns similar to the "Old Rugged Cross" are beautiful—given as musical readings or violin solos. The students can read from the Bible. Songs can be sung.

Different colored lights can be used on the Cross as the songs are sung. Other symbols may be used as the crown of thorns, the Robe, and last the Cross.

The art department can draw several life-size pictures illustrating Easter scenes. These are mounted on a large frame. A spotlight is thrown on each as a group sings and the reader narrates.

EN ESPANOL

Spanish Club

Suggested Scripture: Proverbs 3:28-30

"Our Southern Neighbors" can be the theme for Pan American Day assembly. South of the Rio Grande live 135,000,000 other Americans. Success in solving problems of 20 neighbors depends on our Good Neighbor policy.

Students of Mexican descent will have a chance to show the dances and songs of Old Mexico. Others who traveled in Mexico can bring pictures and souvenirs of their visit.

A panel discussion on the Pan American Union will interest the group.

A story told in Spanish is always appreciated. A skit given in Spanish is admired by the high school audience.

A large map of South America may be placed on the stage.

Students dressed in native costumes can pretend they are visitors from several of the larger countries. Stories behind the names of the nations and customs are highlighted.

If time permits letters may be read from the countries as the emcee marks the large map.

A Spanish meal is a good number. The home economics group can tell of foods and dishes prepared in Latin America.

This assembly is always enjoyable as a make-believe tour. Slides can be used and the students studying Spanish narrate each picture.

Plays and skits can be obtained from the Pan-American Union at Washington, D.C.

GOWNS

CHOIR
A CAPPELLA
ACADEMIC

24 Styles—4 fabrics to choose from. Send for FREE illustrated catalog.




National

CHURCH GOODS SUPPLY COMPANY
821-83 ARCH STREET, PHILADELPHIA 7, PA.

FINE ARTS ASSEMBLY

Fine Arts Departments

Suggested Scriptures: Mark 4:21-26

This program is a worthwhile entertainment. It needs to be planned carefully and thoroughly. Four heralds emcee the assembly. Each herald represents one of the arts.

Music wears a long flowing robe and carries a harp. On her head is a band of gold having notes or a harp.

Literature is the traditional cap and gown or a dress covered with magazine covers.

Drama is dressed in a Shakespearean costume or long cape. He carries the comedy and tragedy masks.

Art wears an artists' smock and carries a palette. The program is introduced by the emcee.

Music presents vocal, violin, or trumpet solo. A demonstration of the kinds of music can be given.

In literature the characters from the classics may be given. A brief review of a good book or the reading of a poem is presented.

Drama presents the reading rehearsal or part of one-act play. Parts of Shakespeare's plays are always enjoyed.

Art students can display cartoons and seasonal pictures.

CLOWN ASSEMBLY

Physical Education Department

Suggested Scripture: I John 3:11-24

Clowns can introduce a spring physical education assembly. Stunts such as clown volley ball are enjoyed. Colored balloons are used. Tennis may be introduced, also. A serious note is added when the history of the sport is given.

Pyramids, flip flops, and various athletic drills can be presented in costume.

A burlesque duel is amusing. Two clowns appear with stick swords. Several toy inflated balloons are hidden under the suits. Pin is used by each clown. In the duel the balloons are punctured. The clowns shake hands, embrace, and retire arm in arm.

The William Tell stunt is a good pantomime. Two clowns appear. Apple is placed on the head of one. The one with the archery set prepares carefully. He sets the apple with precision. When he turns to take position the clown takes a bite of the apple. William patiently replaces it. Again he takes the position. At the third time the clown eats the core. William chases him from the stage. They turn somersaults and flip flops in the chase.

PRINTING PLATES

Low Prices - High Quality

**All Work GUARANTEED Completely
By Big Firm Established in 1920
WE WORK NIGHT AND DAY
TO GIVE YOU FAST SERVICE**

Ask for References Near You

ART
WORK
—
PLAQUES



CUTS
AND
MATS

**CUTS FOR STUDENT PUBLICATIONS
ON FAST SERVICE AT LOW RATES**

Condensed Price List Write for Complete One

SINGLE COLUMN CUTS

ZINC HALFTONES 60-75-85-100 SCREEN	ZINC ETCHINGS (SHADED CUTS 10% EXTRA)	COPPER HALFTONES 120 OR 133 SCREEN
UNMOUNTED \$1.05 FOR 1 TO 5 SQUARE INCHES	MOUNTED \$1.15 FOR 1 TO 5 SQUARE INCHES	UNMOUNTED \$1.15 FOR 1 TO 5 SQUARE INCHES
MOUNTED \$1.30 FOR 1 TO 5 SQUARE INCHES	MOUNTED \$2.50 FOR 1 TO 4 SQUARE INCHES	

OTHER SIZES AT PROPORTIONATE RATES TEN-SQUARE-INCH CUTS				
\$1.70	\$1.80	\$1.90	\$2.05	\$4.75
TWENTY-SQUARE-INCH CUTS				
\$2.95	\$3.15	\$3.25	\$3.60	\$6.55
FIFTY-SQUARE-INCH CUTS				
\$5.85	\$5.90	\$6.45	\$6.55	\$10.45
ONE HUNDRED-SQUARE INCH CUTS				
\$9.00	\$9.55	\$10.10	\$10.70	\$16.00

CUTS AND MATS OF FOOTBALL PLAYERS

PRICES ON MATS		NUMBER OF MATS FROM ONE CUT ON SAME ORDER	
SQUARE INCHES	IN. MAT	1	2
12	6	30	24
18	10	15	12
24	12	10	8
30	15	8	6
36	18	6	4
42	21	4	3
48	24	3	2
54	27	2	1
60	30	1	1
66	33	1	1
72	36	1	1
78	39	1	1
84	42	1	1
90	45	1	1
96	48	1	1
102	51	1	1
108	54	1	1
114	57	1	1
120	60	1	1
126	63	1	1
132	66	1	1
138	69	1	1
144	72	1	1
150	75	1	1
156	78	1	1
162	81	1	1
168	84	1	1
174	87	1	1
180	90	1	1
186	93	1	1
192	96	1	1
198	99	1	1
204	102	1	1
210	105	1	1
216	108	1	1
222	111	1	1
228	114	1	1
234	117	1	1
240	120	1	1
246	123	1	1
252	126	1	1
258	129	1	1
264	132	1	1
270	135	1	1
276	138	1	1
282	141	1	1
288	144	1	1
294	147	1	1
300	150	1	1
306	153	1	1
312	156	1	1
318	159	1	1
324	162	1	1
330	165	1	1
336	168	1	1
342	171	1	1
348	174	1	1
354	177	1	1
360	180	1	1

Mat Prices

Please Write Us For
COMPLETE PRICE LISTS
on Both CUTS and MATS.
Let us quote on your
Art Work and on your
Year Book Engravings.



HARPER STANDARD ENGRAVING CO.
JACK HARPER
OWNER-MANAGER
DALLAS, TEXAS
1615 ROYAL ST.
P.O. BOX 1016

News Notes and Comments

Virginia Has Mobile Art Museum

The State of Virginia has something new in the way of Art Museums. The unique plan provides suitable places to exhibit and interpret art objects throughout the state by means of the "Artmobile."



"Artmobile" is a specially designed 45-foot aluminum Fruehauf trailer with a body which has been especially created for the purpose. The 32 x 7 foot interior is fitted with museum-type walls to which may be attached paintings or other original art objects. It is illuminated by built-in ceiling units. The displays are shown in town squares, school or church yards, on roped-off streets—in fact anywhere it can best serve Virginia communities.

The displays on the Artmobile will be changed after each state-wide circuit. Included will be exhibitions of paintings, sculpture, architecture, decorative arts, industrial, landscape, and interior design, town planning, etc. The opening exhibit is composed of paintings by the "Little Masters" of the Netherlands and Belgium, loaned by Mr. Walter P. Chrysler, Jr.

Included in this novel initial cargo of art were sixteen 15th to 17th century Dutch and Flemish paintings. Such masterpieces as Hieronymus Bosch's "Temptation of St. Anthony"; Aelbert Cuyp's "Horsemen Halting on a Road" and Pieter Bruegel's "The Carnival." For additional information write to Shipper-Webb Associates, 99 West Bethune, Detroit 2, Michigan.

Basket Weaving

From a unit on Indians, most any art expression may develop. The third graders at the Libbie Edward school became so proficient in weaving, Indian style, they made their own Easter baskets. Using the 'lazy squaw' stitch,

each child wove a reed and raffia basket. No two were alike in color, size or design. They were as different as the children who made them. A project on finger weaving also grew out of the unit on Indians. On cardboard looms of their own making, the children wove marble bags and purses. The mothers helped by sewing in linings and zippers. Out of this same unit a pottery project grew. It became a year long affair. After learning the know hows of preparing and caring for the clay, the children were ready to experiment with it. The pleasure of squeezing and pounding the clay was on every face. Out of experimentation the coil, modeling and slab methods of pottery making developed. The finished pieces of pottery made good Christmas presents for parents. This called for another art experience, the making of Christmas cards and wrapping paper. Every child was successful in pottery making. The pottery was his from idea to finished product. No two were alike.—Margaret S. Bearson, Utah Educational Review.

Driver Education Valuable

The chief school officers of the forty-eight states and the District of Columbia are unanimous in the belief that the youth of the nation should be given high-quality instruction in driving as an integral part of education for life adjustment in this automobile age, according to Ralph Thomas, president of the American Automobile Association.

"These progressive schoolmen of the Nation," Thomas said, "are unanimous in advocating driver education for high-school students as one of the most promising long-range hopes for reducing traffic accidents, improving individual acceptance of traffic law enforcement and observance, and for securing public support for highway transportation improvement.

"The endorsement of high-school driver education by these leading educators is of interest to all parents," the A.A.A. president said, "and is of special interest to the parents of those teenagers who will soon be drivers."—Michigan Education Journal

Teen-Agers Want Pals

The Children's Plea for Peace Pen Pal program is flourishing. But Minnesota boys and girls aged fourteen and fifteen are needed to fill in the ranks.

Many requests from foreign youngsters in this age group are still unanswered.

Get in touch with the World Affairs Center, University of Minnesota, Minneapolis 14.—Minnesota Journal of Education

National Music Week

Music Week begins the first Sunday in May and is now observed in more than 3,000 communities. Chief participants are churches, schools, music clubs, women's clubs, civic, recreation and youth organizations. They use the occasion to further two main objectives (1) to stimulate year-round interest in music and music education; (2) to advance specific local music projects of permanent social and cultural value. This year many communities will promote good music by the American composer; aid young talent; improve equipment for schools, churches and recreation centers; provide musical opportunities for servicemen.

Dates of National Music Week are May 2-9. Keynote Is Join in Music Making.

The Letter of Suggestions which the National Music Week Committee sends each year to the local Chairmen and Workers is now available. Send a 3c stamp to National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10, N.Y.

Air Age Just Beginning

As we move into the second half-century of the airplane's existence, we can confidently anticipate that the next 50 years will continue to be an age of wonders in the air.

It is a conservative prediction to say that the second half of the 20th century will bring scientific and technological advances in aviation which will surpass even the most optimistic dreams of the past.

These new developments will, of course, enhance our national security and our national position as a bulwark of freedom in the world today. Beyond that, aviation gains in the next 50 years should contribute enormously to the economic and physical well-being of all the peoples of the earth.—Lt. Gen. James H. Doolittle in "Planes"

Publish New Materials

The Eldridge Publishing Company has published several new plays, operettas, and other materials for the speech and dramatics departments. The company has offices at Franklin, Ohio, and Denver, Colorado.

Atomic Research in South

The University of North Carolina is the first university to own a nuclear reactor. That school will receive enough fissionable uranium 235 from

the Atomic Energy Commission to fuel its "Raleigh Research Reactor" until June 30, 1954.

The agreement between the A.E.C. and the University of North Carolina will continue after that date if both parties so desire.—Michigan Educational Journal

Experiment Attracts Nation

Thirty teen-aged boys and girls were given the "right to fly" in Winona this summer as they built and learned to pilot their own plane.

As a part of a national plan to get youth into the air Max Conrad, honorary life member of the Civil Air Patrol, has sponsored what has become known as the "Winona Experiment."

With Mr. Conrad's assistance the young people constructed and maintained a plane and are learning to fly.—Minne. Journal of Education

After-School Activities

We transport practically all of our students to and from our schools in buses. Instead of taking all students home after the class day ends we keep from three to seven buses until 5:00 so that students have a chance to participate in a great many activities. And that's a wholesome use of their leisure time. Notice that these activities are stemming from instructional beginnings during the day.

If we can get our teachers to realize that they are not just teaching some subject for its general content knowledge, but that they should teach it in a way so that the student may make post-school use of it; if we can get over that one point to our whole staff and to the community as well—that they must all think in terms of being good citizens, of using their leisure time to good advantage, profitably and enjoyably, then I think our educational program will really click.—Williard H. Van Dyke, Supt. of Schools, San Anselmo, Calif., Youth Leaders Digest

Aviation Education

Aviation education is Binghamton has gone "on the road" with a mobile unit which has visited each of the fourteen elementary schools in the last two and a half years. A feature of the high school program has been the teaching of conversational Spanish in the aviation classes—one language isn't enough when a four- or five-hour air trip will bring you to a Spanish-speaking country. In connection with the Golden Anniversary of Powered Flight this year, Emerson Bateman, teacher in charge of aviation education, has prepared a report of this unique venture. It may be obtained from him at Central High School, Binghamton.—N.Y. State Education

How We Do It

A GROUP WORK PROJECT IN PREPARING A SUMMER CAMP

Late this winter the twenty-six members of our church high school youth group had been having trouble deciding on activities. They had formerly organized activities pointed only towards fun—tobogganing or skating trips, bowling, dancing, or just plain parties. For a few weeks it was noticed that many of the group were suggesting more useful activities. Finally one of the members talked about organizing a work group. Surely, she said, some of the social organizations in the city would welcome even the little help this group could give. This was eagerly taken up by the rest.

There was a flurry of discussion which revealed much about the children's heroic dreams. They could visualize themselves quietly, selflessly helping poor, unfortunate people. But where? How? When do we start? Finally, the girl who had made the original suggestion, was appointed to contact various agencies and investigate possibilities.

Her report the following week listed many choices; so many that they were confusing. Most of them were soon dropped from consideration because they involved only unspectacular drudgery, nothing dramatic or heroic! One lady who seemed quite enthusiastic about the group's ideas, offered to appear before the group and speak to them. After suggesting some activities such as they had already discussed she asked if the group could travel to a summer camp near Waterford and devote a few days of work to cleaning, clearing brush, painting, etc., to help prepare the camp for summer use? This was perfect! They could go as a group, make each trip a picnic, and have fun while they worked. They quickly decided to give at least three Saturdays to the project.

Their first trip, the Saturday before Easter, turned out to be typical of most of the rest. It rained! So they had to work inside. The group, which on these trips averaged sixteen members, scraped paint off boats and tables and began repairing furniture and toys. In the following weeks they painted the boats, the insides of cabins, and as the weather improved, the outsides of two large dormitories, along with other various tasks. The group became so enthusiastic that they increased the originally planned number of trips to eight, usually arriving at about 9:00 a.m., and leaving by 7:00 or 8:00 p.m.

They managed to accomplish a respectable amount of work, even though they were, during this period, rehearsing a play. They found that the work groups made a wonderful time and situation to learn their parts together — they would never have spent so many hours in unrelieved rehearsal. To the group's sponsors, however, the work accomplished soon became secondary. The most important thing was the change in the members, both as a group and as individuals.

Most of the group came from upper-middle class families and were not used to tedious hand work. They became quite proud of their blisters and often were intentionally careless about removing paint spots. It became the thing to show off their wounds and painted elbows to anyone willing to listen to them tell how hard they had worked. They also learned a lot about each other — about which ones were dependable and to what degree, and about effective helpfulness and sportsmanship. They became more sympathetic with each other's weaknesses as they began to find more abilities and characteristics in common.

One of the major difficulties in the group had been their inexperience in conducting business-like meetings. They began to discuss group business while they were working or eating lunch. Before long they turned to discussing some of the reasons why their formal meetings were so inefficient—the shyness of some otherwise capable members, the inability to segregate horseplay from serious business, etc. This soon began to show its effect on the group's bi-monthly business meetings. They got their problems discussed, voted on, and settled much more quickly than before and had more time left for games or parties.

Just before the club disbanded for the summer, they devoted a meeting to an evaluation of their work experience. It was thrilling to hear them talk about their experiences, thoughts, and value-changes. It was evident that they prized most the increased awareness of their own capabilities—for planning, learning new skills, and sheer muscular effort. They also cherished a new, fuller acquaintance with each other as individuals.

Most of them had found some weaknesses in each other which tended to cancel their own real or imagined inadequacies. They expressed their surprise that this knowledge made them

like and respect their companions more, instead of less, as they would formerly have thought. All in all, they were much more self-confident and proud of themselves. They also mentioned their pleasure at feeling that they were doing something useful for someone else.

We sponsors were somewhat surprised by the group's behavior at work and at their final evaluation. We expected most of these results but not to the degree shown. There really has been a remarkable change in the group and in most of the individuals. A few were already quite well-poised and mature so the experience, while pleasant, did not change them much. There were also, as in every group, a few who did not participate. Some of these gained by infection from the others in their home meetings, but two showed evidences of feeling less a part of the group than before.

We, the group and sponsors, feel that the project was well worthwhile and are already looking for similar projects for next fall.—H. F. Renneker, University of Michigan

STIMULATING AND PROMOTING GOOD INTER-SCHOOL RELATIONS

During a regular discussion of student activities in a Student Council meeting at Ravenna, Michigan, High School, the observation was made

by a **student** that something should be done to improve inter-school relations following athletic contests. Strong feelings of revenge and rivalry seem to prevail in that area between schools.

Through democratic discussion, a possible solution was suggested by several students who thought that a social situation following games might be the answer. A student committee was appointed, and their findings showed that due to the shortage of time available to the bus traveling opponents, the plan must be simple and yet effective.

Realizing, also, that informality and friendliness would be prime requisites, the committee planned the first of these social events by obtaining permission to use the Home Economics room of the High School building and contacting various students to act as hostesses.

Then, with council permission, the committee began final preparations. Dipping into the student council treasury they purchased the ingredients necessary to serve hot chocolate and cookies. The cocoa recipe was invented by a group of the girls to accommodate the large quantities necessary on a limited budget.

As this project had been completely planned by students of the Student Council, it was only right that it should be carried out exclusively by students. At "half-time" of basketball games a group of girl cooks and hostesses disappear to begin preparations. The cocoa is made, served, tables set, introductions made, dishes washed, and the room cleaned entirely without adult supervision. The recipe is "top-secret" and literally gallons of hot chocolate disappear following each home game.

As adviser of the student council I have two duties to perform: Invite the opposing teams, coaches, cheerleaders, officials, and other personnel; and lock the school building when the last "cook" has departed. Because of my interest but non-participant status, I have, for quite some time, been allowed to watch the development and practice of this project grow from infancy. Sometimes I am even allowed to help wipe dishes!

Some other schools in the league have now adopted the practice, either wholly or in part, and we have noticed a definite change in player attitude which has spread to the entire student

BUILD . . . BETTER

Your High School Speech and Drama Activities

12 benefits for you, your students, and your School-Community relations. Here is an educationally sound incentive tool that can help you.

- Strengthen your School-Community relations and activities.
- Build esteem for all speech activities in your school.
- Encourage better classroom speech and oral reporting.
- Reward students for oral Growth as well as talent.
- Apply to **ALL STUDENTS** in the high school.
- Help students to plan and execute educationally sound extracurricular oral programs—minimum effort by you.
- Apply to all four years, helping to develop good speech habits on a day-to-day basis.
- Provide current information on public speaking, drama, debate club meeting activities in other high schools.
- Provide a flexible incentive tool that fits your local situation—conserves your time.
- Help parents understand the need for good oral communication.
- Give national recognition (which helps you locally) for good speech progress made in your high school.
- Identify your school with a 12-year-old national program that encourages **GROWTH** as well as talent in oral communication.

Ask about Masque & Gavel Society's national **SPEECH FOR USE** classroom and extracurricular achievement program. Successfully proved. Educationally sound. Tailored to your needs. Academically stimulating. Write:


MASQUE & GAVEL

Northwestern University
P. O. Box 822 Evanston, Ill.

UNIFORMS

New Style Book showing
Uniforms IN COLORS. Also
special designing. Wonderful
line of samples. Write us first.

DeMoulin Bros. & Co.
1060 S. 4th St. Greenville, Ill.



body and even to the adult fans. Opposing players are known by name and are no longer referred to as a "certain number." Personalities are familiar and everyone looks forward with anticipation to our post-game social hour. Only once in two years has a visiting school refused to participate and that was during a blinding snowstorm and the visiting officials felt the need to hurry home.

The project is not free of cost; for example, last year the expenses totaled close to sixty dollars for the student council. The members of the council, however, feel the idea is worthy of continuance and the fund raising projects of the organization are designed to keep the project alive and growing.

Each year new innovations are added, new hostesses chosen and trained, and the now famous "recipe" is handed down from committee to committee.

I believe the organization, operation, and improvement of the project, entirely student operated and controlled, is an excellent example of youthful initiative, dependability, and reliance. —George E. Townsend, Ravenna High School, Ravenna, Michigan

ARCHERY PROVES TO BE VALUABLE TRAINING

Modern military cadets at Oklahoma Military Academy in Claremore, Oklahoma, are taking time out to learn the ancient sport of archery. Here, where life is lived in the military manner and where training is designed to teach the art of fighting in a modern war, a group of cadets practices daily with weapons of 500 years ago.

Archery entered the cadets' life some three years ago as one of a variety of recreational activities offered the cadet as a counter-balance to the strict discipline of his daily life. Already archery has captured enough interest to be listed on the calendar of intramural contests, and the entire activity remains under the close supervision of Captain Oscar Fasel who first brought the sport to the academy.

The OMA Archery Range is on the campus proper and cadets come to it following their last afternoon classes. Military formality is forgotten and rules are few except for safety's sake. Each afternoon finds some ten boys practicing with equipment provided by the school. Instruction in the care and use of the five and one-half foot bows is given by Captain Fasel and his "cadet in charge," Don Broome of Mangum, Oklahoma. The boys learn how to use the twenty-six inch arrows and how to make use of the bow's thirty-five pound draw-pull. Experience teaches them to use finger and wrist guards as well.

Archery is not only fun but a real test of skill. The straw-backed target, which looks mighty big at twenty-five yards, changes size quickly when viewed over the length of an arrow on the bow. Patience and practice are required before the arrow will go where the archer desires.

Cadet archers become more plentiful as "match time" draws near. These intramural events, held in the fall and in the spring, are spirited contests because a win aids in compiling points for the team's company toward the "Best Company of the Year" award. Teams of five men represent each unit and often pile up considerable team scores.

The best archers represent the academy in inter-scholastic archery matches. OMA's team, headed by Don Broome, has planned to enter several events and each cadet archer looks forward to his "Archery Letter."

Cadets find that archery has a practical value. Already two archers have made the academy's top-notch championship Rifle Team and many others have improved their scores with their modern army rifles.

Though not the great war bows of Robin

C O S T U M E S

by E A V E S

Costume rentals to churches, schools, colleges and organizations everywhere. 100,000 costumes in stock —promptly available at very moderate rates.

A Famous By-Line of the Theatre!

Complete productions or any part thereof. You name the play or list of requirements—we send full information without obligation.

E A V E S

C O S T U M E C O M P A N Y

Eaves Building
151 WEST 46th ST. • NEW YORK 19, N. Y.
Established 1880

Hood's time, these recreational instruments provide fun and entertainment for young soldiers learning to fight a modern war.—James A. Hawkins, Oklahoma Military Academy, Claremore, Oklahoma

DU QUOIN TOWNSHIP HIGH SCHOOL F.H.A. OBSERVES U. N. DAY

One of the most interesting activities sponsored by the F. H. A. of the DuQuoin Township High School during the first half of the 1953-1954 school term was that of its observance of United Nations Day.

One of the objectives of the F.H.A. is the promotion of international good will. The local F.H.A. of the high school selected United Nations Day as its project, and carried it through with the hope that it would help more people to become more cognizant of the purposes and work of the United Nations.

The president of the F.H.A., in cooperation with the sponsor, Miss Pauline Waggener, instructor of Homemaking and sponsor of the group in the DuQuoin Township High School, appointed committees and made all arrangements for the project.

The project consisted of displaying articles from thirty countries, which are members of the United Nations. The articles were collected by the F.H.A. girls who borrowed from boys who were in the war, and from friends who loaned them for the occasion. The articles were taken to the Homemaking room where they were labeled, classified, and arranged for display.

When the exhibit was all ready, announcement was made to the student body and to the public, that they were welcome to go in and view the display. Students, as well as townspeople, flocked to the school, where the F.H.A. girls served as receptionists and explained the significance of the articles.

Among the articles and countries they were from were as follows: Philippines, India, England, Belgium, United States, Africa, Cuba, Germany, South American countries, Guatemala, Japan, Panama, Mexico, France, Netherlands, Korea, and others.

The results of the project were gratifying. For some people it was a lesson on membership in the United Nations. For others it brought

home to them the fact that the United States is a vital force in the United Nations and is truly a member of the family of nations in the world. For still others, it was an opportunity to learn of some of the culture of other nations, and that these nations, which seem so far away, are really members of a community of nations.

For the F.H.A. girls, this was indeed a valuable lesson in international understanding, and above all, a means whereby they themselves became more informed on the United Nations and its work. This knowledge will, in turn, be passed on to someone else, and may result in greater support of the United Nations by more and more people.—D. W. Hortin, Assistant Principal, DuQuoin Township High School, DuQuoin, Illinois

Comedy Cues

It Fits

A recruit passed a captain without saluting. The captain stopped him and said, "Take a look at me. Do you attach any special significance to this uniform?"

The new soldier looked him over and replied, "Why, you lucky dog! You've got one that fits."—Ex.

Don't Tell Me

The teacher was explaining an algebra problem.

"And now," she said, "after completing the equation, we find that 'x' equals zero."

"Holy cow!" said a pupil. "All that work for nothing!"—Ex.

Just An Accident

A man with a black eye and one or two other injuries entered the outpatient's ward of a big hospital. The desk attendant began to fill out the regular form.

"Married?" he asked.

"No," was the answer, "automobile accident."—Ex.

Presto

The teacher had her class write a short composition on the subject "Water."

One pupil seemed to be having difficulty, but finally he turned in his paper and this what he wrote:

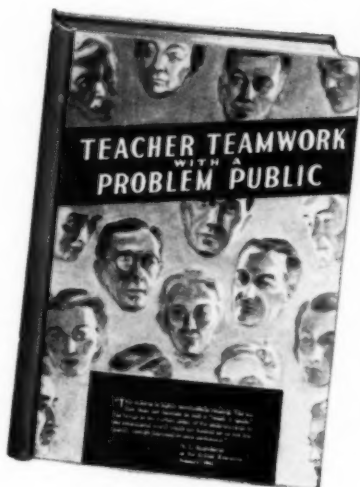
"Water is a light colored liquid which turns dark when you wash in it."

**CAPS and GOWNS**

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel.
DeMoulin Bros. & Co.
1025 S. 4th St. Greenville, Ill.

An Answer Book for All Teachers

Don't learn the hard way



**Teacher Teamwork with a
Problem Public**
by
C. R. Van Nice

Success in professional courses does not mean success in a teaching job. An A in Teacher Training does not preclude an F in teaching.

It doesn't make sense, or does it?

Not what a teacher knows, but **WHOM** he knows, is what counts.

Jokes on the teacher have universal appeal--like those on the policeman and mother-in-law.

Parents demand of teachers "examples" for their children that they themselves will not set.

This book is a positive and constructive treatment of the basic problem of our public schools—the problem of public understanding, co-operation, and support. In a practical and entertaining manner, it shows the teacher how he, or she, can step-up matter-of-fact acceptance of a public school program to its active endorsement and replace public indifference with sympathetic enthusiasm.

After reading this book, every school administrator will recommend it to his teacher.

Price \$2.00

School Activities Publishing Company

1041 New Hampshire, Lawrence, Kansas

*The many thousands of social-studies teachers
whose work has been lightened and made more
effective by this text will be pleased by the*

Revised and enlarged edition of
SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

Now: 23 Skills Units in One Volume

The revised and enlarged 1954 edition is the 9th printing of **SOCIAL-STUDIES SKILLS**, which is now used in thousands of schools because of its effectiveness in:

1. *Improving pupil work in social studies.* This book offers a systematic way of teaching the 23 basic social-studies skills, and a systematic plan for checking on pupil achievement in each skill.
2. *Increasing the number of useful skills taught.* Schools have been criticized for not teaching more concrete, useful skills. But schools using this book can say, "Look, we are teaching this skill, that skill—23 skills useful throughout life—in *one class!*"
3. *Relieving teachers of endless detail.* Here is a labor-saving teaching aid that rescues many hours of preparation and classroom time, saves the need of formulating practice materials and tests, and all resulting mimeographing costs. Pupils do not mark in the book, so it may be used by a different class each period.

List price of book, \$1.85. List price of key, 12¢

Professional discount

INOR PUBLISHING CO. 207 Fourth Avenue
New York 3, N. Y.